

Supplementary Materials for Reading

Svašta u mojoj glavi

a story by Miro Gavran

by

Marta Pirnat-Greenberg

About the author, text

Miro Gavran (b. 1961) is a contemporary Croatian author of short stories, novels, and plays for adults and children. He is one of the most widely translated Croatian authors (35 languages) and his plays have been performed all over the world; a summer festival called *Gavranfest*, started in Slovakia and continuing in Poland, has been devoted exclusively to his plays.

Several of Gavran's novels and short stories depict life in the Croatian countryside and everyday people who confront difficulties, injustices, even the absurdities of life and the political system with a positive attitude and humor. Those themes and attitudes are also represented in one of his eight books for children and young adults, *Svašta u mojoj glavi*¹ [All Sorts of Things in My Head]—a coming-of-age story, recounting events in the life of a nine-year-old narrator, starting with his sixth birthday. The unique child's perspective on the events and life in general that the author so compellingly created makes the narrative particularly interesting and often entertaining. The work also vividly and historically accurately portrays the circumstances of growing up in the 1960s Yugoslavia, which made it popular with both young Croatian readers and their parents, who were raised in that era.

And what, besides its literary value, makes this text suitable to introduce a BCS learner with (at least) intermediate level proficiency to the reading of a longer, unaltered piece of literature?

Its language, stylized to create the illusion of a nine-year-old writing the story, entails some adaptation on the syntactic and textual levels that makes the story more accessible to a language learner. With proper reading support and activities, the learner should not only be able to follow the plot, but also appreciate the literary value of the text and notice the stylistic devices the author uses in assuming the role of a child narrator.

Acknowledgements:

The first two chapters of the text are provided here through the generosity of the author, Miro Gavran, and are intended only as an introduction to the story. Those wishing to continue with the story are encouraged to purchase a personal copy to use with the supplementary materials provided here.

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¹ First published in 1991 (Zagreb: Znanje); several subsequent editions. The materials are based on the edition from 2005 (Zagreb: Mozaik knjiga).



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Instructions to the reader for using the materials

All units are organized in the same way: most are built around one chapter, a couple of them include two, and one includes three (shorter) chapters of the story.

Organization of units:

(1) The first two units include the **text**, which is presented unadulterated (not adapted or changed), but it is annotated in the form of footnotes. Annotations are provided for the entire text and are quite extensive, particularly for the initial chapters (the vocabulary builds up as the reading progresses and, in turn, less help is needed in the later chapters). In Units 3-12, which do not include the text of the story, annotations are presented in the form of a list that appears at the beginning of the supplementary materials for the corresponding chapter(s), which are clearly marked at the top of the list (following the 'glasses' icon). See below in more detail about the organization of annotations and their use.

(2) **Prije čitanja**: questions or an activity related to the topic of the chapter. The reader should always look at this section and answer the questions/complete the activity before proceeding to reading, unless stated otherwise (some activities are supposed to be completed along reading). This section is intended to prepare the reader for reading or guide him/her through it.

(3) **Razumijevanje pročitaneog teksta** tests the reader's literal understanding of the text with (a) questions in English (understanding of the basic plot) and (b) true or false statements in BCS (in places with greatest potential for misunderstanding). Follow the general rule throughout the activities: answer the questions in the language in which they are asked, unless specified otherwise.

(4) **Vokabular** brings into focus some type of vocabulary from the chapter, providing exercises that help the reader with vocabulary building and use.

(5) **Jezične osobine** brings into focus one or more grammar points from the chapter, provides explanation and exercises for practice.

(6) **Daljnje ispitivanje teksta** helps the reader with deeper understanding of the text, moving beyond the literal understanding: the questions focus more on relationships, social context, author's intent, and creative process; they require the reader to use inference, evaluation, and prediction.

(7) **Kulturni i društveno-povijesni kontekst** trains the reader to recognize and understand differences between American and Croatian cultures; it also puts these differences into historical perspective and explains the historical and socio-political context necessary to fully understand and appreciate the text.

(8) *Uvježbavanje pisanja*: the reader utilizes some elements that s/he learned in working through the chapter in his/her own writing of a paragraph in BCS on a related topic either from her/his personal experience or as a response to the text.

Organization of annotations and their use

In a list, the items with their annotations appear in the same order as they appear in the text.

In most cases, English equivalents or explanations are provided; in some cases when a more common BCS equivalent—presumably familiar to the intermediate-level learner—is available, then that BCS synonym is used to help the learner negotiate the meaning. Items in BCS appear in bold print in order to be easily distinguishable from English equivalents and explanations.

Only meanings and explanations relevant to the use of each item in the text are provided. For example, the word **stradati** can mean ‘to suffer’ or ‘to perish, die’; in the given context it has the latter meaning, and only that one is provided in the annotations.

Some information regarding grammatical categories, register, style, and phraseology is provided. The abbreviations (italicized), mostly appearing next to BCS equivalents in the left column, should be disambiguated as follows:

<i>adj.</i>	adjective
<i>aor.</i>	aorist
<i>dem.</i>	deminutive
<i>expr.</i>	expression (idiom)
<i>f.</i>	feminine
<i>fig.</i>	figurative meaning
<i>G, D, A...</i>	initials for the case required (genitive, dative...)
<i>ipf.</i>	imperfective
<i>pf.</i>	perfective
<i>pl.</i>	plural
<i>vulg.</i>	vulgar

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Supplementary Materials

Unit 1

I

Ovo će biti povijest moga života. Mnogo se toga zbilo u njemu, u tom mom životu i bila bi velika šteta¹ da se to ne opiše.

Puno se toga naslagalo² tamo iza,³ puno je toga prošlo i zato sam uzeo ovu veliku bilježnicu, pa ću pokušati sve to zabilježiti. Samo ne znam hoću li moći.

Čitao sam da veliki ljudi, oni što su jako veliki, da svi oni napišu knjigu koja se zove memoari.

A ja sam sto posto siguran da sam i ja, siguran sam da sam i ja velik čovjek, a to znam po tome što u mojoj glavi svašta⁴ ima, svakakvih misli prođe, a to sigurno nije slučaj s drugim glavama, i ja baš o svemu razmišljam i o svim stvarima i o ljudima i o nepoznatim krajevima.

Osim toga, iza mene je veliki dio života i bolje da odmah sad napišem prvo poglavlje knjige što se zove memoari, nego kasnije, kad se sve to pobrka⁵ s onim što će se tek dogoditi. Meni je već punih devet godina i četiri mjeseca i krenuo sam u treći razred.

A imam i još jedan razlog⁶ da napišem ove memoare, ali to ne smijem otkriti⁷. Taj veliki razlog možda otkrijem kasnije, a možda ga nikada i ne otkrijem.

A sad bi trebalo započeti, ako je uopće moguće sve to, ako se to može u slova staviti, jer sve je to komplicirano kad se treba opisati, a tako je jednostavno dok je onako u životu, dok teče.

Možda bi trebalo, sad na početku, napisati kako se zovem. Zvonimir. Moje ime je Zvonimir, idem u treći razred osnovne škole, živim u selu koje se zove Omorina,⁸ a moja mama je učiteljica, a tata je učitelj i mi živimo u stanu koji se nalazi u školskoj zgradi.⁹

¹ šteta – shame, pity

² naslagati se *pf.* – to pile up (*intransitive*)

³ iza – behind; here: in the past

⁴ svašta – all kinds of things

⁵ pobrkati se *pf.* – to get confused

⁶ razlog – reason

⁷ otkriti *pf.* – to reveal

⁸ Omorina – fictitious name of a village in **Slavonija** (a region in Eastern Croatia, Eng. *Slavonia*, not to be confused with *Slovenia*), located somewhere near the town of Nova Gradiška (see the gloss for N.G.).

⁹ It was common in the Former Yugoslavia of the 1960s for small, four-grade village schools to include an apartment

Tata podučava prvi i drugi razred¹⁰, a mama treći i četvrti.

A o čemu ću ja sve pisati u ovu bilježnicu što će jednoga dana postati knjiga koja se zove memoari? — Pisat ću sve što se dogodilo od mog šestog rođendana pa naovamo.

Baš je to bilo zanimljivo na tom rođendanu. Ono prije šestog rođendana slabo se što i sjećam. Nekako je maglovito.

Taj moj šesti rođendan bio je... samo malo da izračunam... evo, ovako: bio je u svibnju 1964. godine. Bila je torta na stolu i sokovi i rakija. Tada sam prvi put vidio tortu.

Moj stric Filip je povraćao,¹¹ ali je to bilo na kraju rođendana. A strina Ljubica, njegova žena, rekla je: »Ti ne možeš a da ne zasereš¹² sve što je lijepo, zašto piješ toliko rakije kad ne podnosiš, što se opijaš¹³ kad znaš da ti želudac ne podnosi, i baš si morao povratiti na tepih.«

Moj je tata tužnim glasom rekao: »Ma, nije važno, mada¹⁴ nam je to jedini tepih, i na kredit je kupljen.« A stric Filip je rekao svojoj ženi: »Kad čujem tvoj glas, dode mi da¹⁵ se isповраćam i bez rakije.«

A Slavko mi je rekao: »Hodi nešto na dvorište.«

Slavko je moj bratić, sin moga strica, godinu dana ima više od mene.

Na dvorištu je Slavko stavio ruku u džep i izvukao jednu kartu koja nije bila karta,

jer je s druge strane bila masna fotografija.¹⁶ Slavko je okrenuo fotografiju prema meni i rekao: »Pogledaj.« A tamo je bila jedna žena bez ičega na sebi. Bila je to jedna gola žena. I to je meni bilo jako zanimljivo, jer prije nikada nisam vidio голу ženu. Slavko je rekao: »Ti sad imaš punih šest godina, pa ti mogu ovo pokazati.« Ja sam rekao: »Kakva je to

that housed the teacher's family.

¹⁰ Children did not go to school for most of the day like that would be the case in American school, but rather for 3-4 hours either in the morning or in the afternoon. That way his parents could have taught two classes each—one in the morning and one in the afternoon.

¹¹ povraćati /povratiti – to throw up

¹² zasrati *pf. (vulg.)* – to mess up, spoil

¹³ opijati se /opiti se – to get drunk

¹⁴ mada – even if

¹⁵ dode mi da... – it makes me want to...

¹⁶ masna fotografija – lewd photograph

vuna?«, a Slavko je rekao: »To nije vuna, to su dlake,¹⁷ to žene imaju na tom mjestu«, a ja sam rekao: »Čemu to služi?«,¹⁸ a Slavko je odgovorio: »Kad budeš u mojim godinama, sve će ti biti jasno.«

Ja sam tada bio jako zavidan¹⁹ Slavku što već ima punih sedam godina i što zna mnogo više od mene.

Strina Ljubica je otvorila prozor i povikala: »Što vas dvojica radite na dvorištu, brzo u kuću, sad će se rezati torta.«

Na rođendan je stigla i moja sestrična Mirna, njoj je tada bilo petnaest godina i baš je došla iz škole. Njoj je škola već tada bila u Novoj Gradiški.²⁰

A strina je rekla Mirni: »Zamalo²¹ si zakasnila na proslavu²² Zvonimirovog rođendana, mogla bi biti malo odgovornija«, i tako to. A Mirna je rekla: »Nisam ja kriva što je autobus kasnio, a i baš mi je drago da sam preskočila²³ one gluposti²⁴ i da sam stigla sad kad se treba torta rezati.« Na to se moja mama nakašljala i rekla: »Ono prije torte nisu bile gluposti, nego pohana piletina sa špinatom i krumpirima.« Pa su onda meni gurnuli²⁵ nož da ja režem tortu. A prije toga meni nikada nož nisu davali u ruke, i uvijek su govorili: »Nije nož za tako malo dijete.« Kad je tata rekao: »Sine, uzmi nož«, činilo mi se da loše čujem, ali mi je na to mama zaista pružila nož i rekla: »Hajde, dragi Zvonimire, odreži komad torte.« Ja sam na to pomislio da oni nisu normalni kad tako malom djetetu daju nož u ruke.

Ipak, poslušno sam ga uzeo i zasjekao u tortu, a nož mi je propao u ono mekano, i zamalo mi je torta kliznula²⁶ sa stola, ali je stric srećom bio priseban,²⁷ pa je u zadnjem trenu uhvatio tacnu²⁸ na kojoj je bila torta, ali mu je palac upao u ono mekano, što je

¹⁷ dlaka – hair (other than on the top of one's head)

¹⁸ What is the purpose of that?

¹⁹ zavidan – envious

²⁰ Since Mirna is past fourth-grade age, she must go to a different, eight-grade, elementary school in a nearby town, Nova Gradiška (see <http://bit.ly/UXfICN>)

²¹ zamalo – almost

²² proslava – celebration

²³ preskočiti *pf.* – to skip

²⁴ glupost *f.* – nonsense

²⁵ gurnuti *pf.* – to push

²⁶ kliznuti *pf.* – to slide off

²⁷ priseban – having presence of mind

²⁸ tacna – tray

napravilo veliku rupu. Stric je pogledao mamu u oči i rekao: »Pardon«, a mama je rekla tužnim glasom: »Nema veze.«

Pa su onda, ipak, uzeli nož od mene, i nasjekli tu tortu i svatko je dobio jedan manji komad. Jer ta torta nije bila velika. Ja sam tek mnogo kasnije, kad smo kupili televizor, tamo na televizoru vidio da su te torte u stvari puno veće, nego što je bila ta mamina, ta prva torta u mome životu.

I onda smo mi tu tortu, tj. svako svoj komad, u šutnji polako pojeli, i to je bio veliki trenutak u našoj obitelji, a mojoj mami je lice bilo ponosno, jer je ona tu tortu svojim rukama napravila.

Onda je stric počeo pjevati neku pjesmu, a i ostali su prihvatili,²⁹ i bilo je jako veselo, i jako lijepo je bilo. Zabava se malo pokvarila tek kad je stric popio puno rakije, pa je povratio na tepih — što mu moja mama nikada više nije zaboravila. Često je govorila: »Mogao je bar do prozora doći, bio je otvoren.« Moja sestrična Mirna već je tada imala stotinu kilograma, pa je bila jako nesretna zbog toga što ima stotinu kilograma, pa je tek kad je svoj komad torte dovršila do kraja i prste kad je oblizala,³⁰ tek tad je pogledala moju mamu i rekla: »Nadam se da torta nije hranjiva³¹ hrana i da ne deblja«³², moja majka joj odgovori: »Na žalost, hranjiva je«, a Mirna njoj: »Mogli ste mi to odmah reći.«

Još nešto je bilo na tom rođendanu, nešto jako važno što se sad nikako ne mogu sjetiti, a jako je važno, sigurno jako. I baš je to problematično s tim kad se piše knjiga koju zovu memoari, nezgodno je to kad se nešto zaboravi, a ti znaš da to nešto fali³³ i da je važno.

Moja sestrična Mirna je nakon toga otišla u kuhinju da vidi da li je što ostalo od pohane piletine, a ostalo je, pa je prstima uzela jedan komad, moja mama joj je rekla da stavi to meso na tanjur, da joj servira lijepo, ali je ona rekla: »Samo ću probati, na dijeti sam« ali, pojela je cijeli komad, pa je uzela još jedan komad, za koji je rekla: »Samo ću probati«, pa je i njega cijelog pojela. Vjerojatno bi uzela i treći komad, ali trećeg nije bilo.

²⁹ picked up, joined (in singing)

³⁰ oblizati *pf.* – to lick

³¹ hranjiv – nutritious

³² debljati *ipf.* – to fatten

³³ faliti *ipf.* – to lack

Na kraju su stric, strina, Mirna i Slavko otišli svojoj kući. Njihova kuća je odmah uz školu.

Stric je još prije sedam godina napravio kuću odmah uz ovu školu u kojoj mi stanujemo i rekao je: »Najljepše je kad smo mi braća zajedno.« To je uvijek ponavljao, a moj tata bi na to odgovorio: »Svakako.«

Jednom je tata poveo đake na izlet, a jedan đak što se zove Milan napravio luk i strijelu,³⁴ pa potegao luk i strijelu na vrapca,³⁵ ali je strijela pogodila mog tatu u čelo. Tata tom Milanu nije učinio ništa, a brico³⁶ Antun je rekao tati: »E, da sam ja na tvom mjestu, naprašio bih mu tur³⁷ i uši bih mu izvukao.«³⁸ Jednom je mama naložila jaku vatru u šporetu³⁹ i puno papira stavila, pa se dimnjak⁴⁰ zapalio i iskre⁴¹ su frcale⁴², ali srećom nije došlo do požara.⁴³



Rode u gnijezdu

Jednom su na dimnjaku naše škole, a škola je jako velika, a i dimnjak je jako velik, jednom su na dimnjaku rode napravile gnijezdo. Svi što su prolazili ulicom gledali su na naš krov i čulo se kako klepeću.⁴⁴ Rode su, to,⁴⁵ klepetale.

Jednom se naš potok izlio i sve je bilo poplavljeno,⁴⁶ i puno je bašči⁴⁷ bilo uništeno. Nama je voda odnijela pet kokošiju i podrum je napunila, pa smo velike štete od toga imali, ali je to prošlo.

Jednom sam ja sa svojim bratićem Slavkom uhvatio mladu sovu,⁴⁸ pa smo je u krletku stavili, i hranu smo joj nosili, ali je sova ipak uginula,⁴⁹ a nama je bilo jako žao.

³⁴ luk i strijela – bow and arrow

³⁵ vrapac – sparrow

³⁶ brico – barber

³⁷ naprašiti tur – to spank

³⁸ izvući uši – to pull one's ears: in the past, not uncommon form of corporal punishment for children

³⁹ šporet – cooking range

⁴⁰ dimnjak – chimney

⁴¹ iskra – spark

⁴² frcati – fly, spray around

⁴³ požar – (accidental) fire

⁴⁴ klepetati *ipf.* – to clatter

⁴⁵ to *particle* – indicates that the sentence is elaborating on the previous sentence—in this case, it points out that it was the storks that were doing the aforementioned clattering

⁴⁶ poplavljen – flooded

⁴⁷ bašča = vrt

Puno se toga dogodilo u mom životu i osjećam da će mi trebati mnogo vremena dok sve to zapišem.

A ja imam djevojku koja u stvari nije moja djevojka jer me izbjegava,⁵⁰ ali se nadam da će jednog dana postati moja. Ona se zove Dubravka i ide sa mnom u isti razred i ona je najljepša na svijetu.

Sedamnaest sam je puta povukao za pletence,⁵¹ jedanaest puta sam joj ugurao snijeg iza vrata, četrnaest sam je puta gurnuo na druge dečke. Ona je mene samo dvaput ošamarila⁵² i mislim da me voli. A opet, možda me uopće ne voli, možda voli drugoga. Možda voli Josipa. On je njen susjed i često dolaze u školu zajedno a to je da čovjek poludi od muke.

Jednom kad smo bili nasamo, ja sam je molio da mi pokaže ono — kako kod nje izgleda. Ona je rekla: »Ne razumijem što hoćeš«, a ja sam rekao: »Pokaži mi kako izgleda ono kod tebe.« Ona je rekla: »Što?«, a ja sam rekao: »Skini suknju na pola minute, da vidim kako izgledaš kad si gola, da vidim da li ti imaš one dlake.«

Dubravka je na to uzela rukom kamen i rekla: »Sad ću ti razbiti glavu«, a ja sam rekao: »Nemoj, samo sam se šalio.«

Jednom je tata otišao na vojnu vježbu.⁵³ Tata je poručnik⁵⁴ u rezervi. On je kao vojnik morao ići u školu za rezervne oficire. S njim je ondje bilo mnogo mladih učitelja, jer su učitelje tjerali⁵⁵ u školu za rezerviste, pa bi nakon odslužene vojske⁵⁶ često morali ići na svakakve vježbe.

A taj put, kad je tata otišao u rezervu na nekoliko dana, mama mi je rekla: »Sine moj, ti si sad jedini muškarac u kući i ti mi moraš mnogo pomoći, ti ćeš sad umjesto tate nositi drva

⁴⁸ sova – owl

⁴⁹ uginuti *pf.* – to die (animal)

⁵⁰ izbjegavati *ipf.* – to avoid

⁵¹ pletenica – braid

⁵² ošamariti *pf.* – to slap

⁵³ vojna vježba – military training (here: of civilians in reserve to maintain their military skills)

⁵⁴ poručnik – lieutenant

⁵⁵ tjerati *ipf.* – to force one to do something

⁵⁶ nakon odslužene vojske – after the completion of military service

iz šupe⁵⁷ u kuću.« Ja sam na to bio jako ponosan i nosio sam drva iz šupe u kuću, a kasnije su me boljele ruke, ali sam bio jako ponosan.

⁵⁷ šupa – shed

Prije čitanja

Look at the activities in the table below and check off the ones that would be typical things to do at a child's birthday celebration (*rođendanska proslava*) where you grew up (*kod nas*). After reading the chapter you will mark the ones that occurred at the protagonist's celebration (*kod Zvonimira*).

	kod nas	kod Zvonimira
Slavilo se kod kuće		
Pozvani su rođaci		
Slavljenik* je dobio mnogo poklona		
Pozvana su djeca iz susjedstva i školski drugovi		
Uvijek je na proslavi bila torta		
Mama je ispekla tortu		
Svi su pili bezalkoholna pića		
Odrasli su pili alkohol		
Svi su jeli pohanu piletinu i krumpir		
Netko se opio		
Gosti su na kraju dobili male poklone		
Dijete je rezalo tortu		
Djeca su igrala razne igre ili slušala glazbu		
Djecu je zabavljao klaun		

*čovjek koji slavi nešto (rođendan, godišnjicu...)

Razumijevanje pročitanoog teksta

Exercise A. Answer the questions. The questions are designed to check your comprehension, but also to help you with it, so you are encouraged to look at them before reading the text or at least along with your reading.

- 1) What does the narrator set out to do?
- 2) Find four main reasons for his decision in paragraphs 3-6.

- 3) What personal information about him do we find out (name, age, residence, family)?
- 4) What is his earliest memory?
- 5) What month and year was Zvonimir born?
- 6) Why did his uncle throw up at the birthday party?
- 7) Who is Slavko and how old is he when Zvonimir starts writing?
- 8) Why did Slavko show Zvonimir a lewd photo?
- 9) How does Zvonimir feel about Slavko on that occasion?
- 10) How does Zvonimir react when he is supposed to cut the cake?
- 11) What is Mirna's unhappiness about?
- 12) Where does Zvonimir's uncle's family live and why?
- 13) Who is Dubravka and how does Zvonimir treat her?
- 14) What does he think about her feelings for him?
- 15) What happens when Zvonimir's father has to go to a military training?

Exercise B. True (T), false (F), or not enough information (NI)?

- | | | | |
|---|---|---|----|
| 1) Zvonimir je počeo pisati memoare 1967. | T | F | NI |
| 2) Mirna je starija od Zvonimira i Slavka. | T | F | NI |
| 3) Stric Filip se dobro slaže sa strinom Ljubicom. | T | F | NI |
| 4) Slavko je Zvonimiru pokazao sliku gole žene. | T | F | NI |
| 5) Zvonimir je palcem napravio rupu u tortu. | T | F | NI |
| 6) Nakon što je torta Zvonimiru zamalo kliznula sa stola, mama je nasjekla tortu. | T | F | NI |
| 7) Mirna je pojela poslednja dva komada pohane piletine. | T | F | NI |
| 8) Stric Filip je imao veliku kuću odmah uz školu. | T | F | NI |
| 9) Dubravka je kamenom razbila Zvonimiru glavu. | T | F | NI |
| 10) Tata se naljutio na đaka koji ga je strijelom pogodio u čelo. | T | F | NI |

Exercise C. List some (at least 3 of each) events from Zvonimir's birthday celebration that were:

1) pleasant:

2) unusual:

3) unpleasant:

Vokabular

Exercise A. Provide corresponding Croatian words and expressions to the English words below (all of them are used in the text you just read). They are arranged in groups by their relation to a particular broader meaning.

Writing

1) to write (<i>pf.</i>)	
2) to describe (<i>pf.</i>)	
3) to write down (<i>pf.</i>)	
4) to put into words (<i>pf.</i>)	
5) to record (<i>pf.</i>)	

Literary work

1) book	
2) history	
3) memoir	
4) chapter	
5) notebook	

Feelings

1) envious	
2) certain	
3) unhappy	
4) proud	
5) sad	

Animals

1) owl	
2) stork	
3) sparrow	

Exercise B. Complete the story with the appropriate words, so that it will be true to the information from the chapter. The word bank below can help you if you cannot think of the appropriate word, but you need to use them in the appropriate form.

napraviti	torta	pojesti
rakija	povraćati	pjevati
rezati	proslava	nož
ponosan	rodendan	sok
piletina	popiti	komad

Za Zvonimirov šesti _____ bila je _____ na koju su došli njegov bratić, sestrična, stric i strina. Jeli su pohanu _____ i pili _____ i _____ . Na stolu je bila i prva _____ u Zvonimirovom životu. Mama ju je _____ i bila je na to jako _____ . Zvonimir je bio iznenađen kad su mu rekli da treba _____ jer mu prije toga nikada nisu davali _____ u ruke. Svatko je dobio malen _____ jer ta _____ nije bila velika. Kad su je _____ , počeli su _____ i bilo je jako veselo. Samo je stric nažalost _____ previše _____ pa je _____ na tepih.

Jezične osobine

Notice the use of passive voice when the narrator wants to defocus the agent—that is, to avoid assigning the action to anyone in particular. This is formed from transitive verbs by adding **se**; the patient becomes the subject and the verb needs to agree with it. For example:

*Bila bi velika šteta da **se** to ne **opiše**.*

It would be a great pity if this were not described.

[If he assigned writing to himself, he would have said: *Bila bi velika šteta da to ne **opišem**.*]

*Sad će **se** **rezati** torta.*

Now the cake will be cut.

NOTE: Not all verbs with **se** are passive. There are several other meanings that they can have, so you need to make sure that the overall context supports a passive interpretation of a verb with *se*.

Exercise A. Find at least two other examples of this kind of passivization in the chapter.

Hints:

- 1) ‘When all this gets mixed up....’

- 2) ‘When a book is being written, ...’

- 3) ‘When something gets forgotten...’

Daljnje ispitivanje teksta

Exercise A. The title of the book, *Svašta u mojoj glavi*, suggests that the narrative will be about all kinds of things, perhaps unrelated and not necessarily logically connected. The narrator elaborates about his creative (writing) process, for example, in paragraphs 2 and 7. Observe how that is reflected in his writing.

What is the main event of the chapter?

There are several other unrelated, events that the (make-believe) young and inexperienced narrator talks about in a succession of short paragraphs. List at least four such events:

1)

2)

3)

4)

Exercise B. The narrator does not judge or evaluate people and their acts or reactions much; rather, he simply presents facts, from which the reader can form his/her own opinion. Take, for example, the incident when Zvonimir's uncle throws up on their rug. Based on what people said to or about the uncle, draw a line between the person and the most appropriate description of his or her reaction.

Strina Ljubica	dissapointed, but forgiving
Zvonimirov tata	unforgiving
Zvonimirova mama	unperturbed
Zvonimir	very angry

Exercise C. What can you extrapolate about the socio-economic status of Zvonimir's family?

(Hint: Think of what he says about the cake, TV, rug)

Write down in BCS at least four facts from the text that support your assessment.

- 1)
- 2)
- 3)
- 4)

Kulturni i društveno-povijesni kontekst

Notice how Zvonimir talks about his father's military service:

Tata je poručnik u rezervi. On je kao vojnik morao ići u školu za rezervne oficire. S njim je ondje bilo mnogo mladih učitelja, jer su učitelje tjerali u školu za rezerviste, pa bi nakon odslužene vojske često morali ići na svakakve vježbe.

In the former Yugoslavia, there was compulsory military service of 1-3 years for all able-bodied men 18 years of age. After active duty, all men were in the military reserve and particularly the officer personnel would be periodically called for military training. Notice that the narrator uses the modal verb *morati* twice and a very strong verb *tjerati* 'to force, make someone do something' to indicate that people did not have any choice about these matters. Teachers were a prime target for more advanced military training while serving the obligatory 1-3-year service duty: not only were they better educated than most, but they were also expected to toe the official party line unconditionally.

Uvježbavanje pisanja

Exercise A. Ukratko (2-3 rečenice) označite sljedeće osobe:

Zvonimir:

Slavko:

strik Filip:

Mirna:

Dubravka:

Exercise B. U 10-15 rečenica opišite neku rođendansku proslavu iz djetinstva koje se dobro sjećate. Je li se na toj proslavi možda dogodilo nešto neobično?

Svašta u mojoj glavi

a story by Miro Gavran

Supplementary Materials

Unit 2

II

Moram priznati¹ da pisanje memoara nije lagan posao. Tu se javljaju dva velika problema, dva velika napora:² prvo je to što čovjek mora snažno naprezati³ mozak da se prisjeti svega kako je bilo, a drugi napor je opisati to čega se sjetio na takav način da bude jasno onome tko će jednoga dana čitati memoare. Zato mislim da mogu reći da smo mi pisci memoara ljudi s izuzetnim sposobnostima⁴ i s pravom zaslužujemo divljenje običnih ljudi.

Jučer sam s tatom brao jabuke u voćnjaku. Razgovarali smo o tome kako je zemlja okrugla i kako toj sili teže možemo zahvaliti što ne odletimo u svemir⁵ i mi i oni što su na Južnoj polutki⁶ koji vise glavom prema dolje. I tako u razgovoru, ja zapitah⁷ moga tatu: »Kakvi su memoari najbolji?« Tata se malo zamisli, pa reče: »Najbolji su oni memoari u kojima je pisac dokraja iskren, u kojima ništa ne uljepšava, u kojima nam pisac s jednakom uvjerljivošću⁸ prikazuje svoje vrline⁹ i svoje slabosti. Ja sam ti, sine moj, čitao memoare jednog engleskog generala u kojima on priznaje da je baš on kriv za jednu veliku izgubljenu bitku,¹⁰ u kojoj je izginulo¹¹ tisuće vojnika. Zbog te njegove iskrenosti meni su bili zanimljivi¹² njegovi memoari. Da je uljepšavao stvari i opravdavao¹³ svoje postupke¹⁴ u toj bitki, siguran sam da bi mu i knjiga bila dosadna.«

Kad je to moj tata rekao, ja sam se jako zamislio.¹⁵ Naime, i meni se čini da je za memoare jako važno da onaj koji ih piše govori iskreno i ništa ne prešućuje.¹⁶ A ja sam, eto, izbjegao otkriti najvažniji razlog zbog kojeg sam započeo pisati ove memoare. Nisam bio iskren, nisam priznao istinu, nisam napisao što me je navelo¹⁷ na pisanje ovih memoara, a to je jako

¹ priznati *pf.* – to admit

² napor – effort

³ naprezati *ipf.* – to strain

⁴ sposobnost *f.* – ability

⁵ svemir – space

⁶ polutka – hemisphere

⁷ zapitah = sam zapitao

⁸ uvjerljivost *f.* – confidence

⁹ vrlina – virtue

¹⁰ bitka – battle

¹¹ izginuti *pf.* – to disappear

¹² meni su bili zanimljivi – I found them interesting

¹³ opravdavati *ipf.* – to justify

¹⁴ postupak – action

¹⁵ (jako) se zamisliti *pf.* – to give it a serious thought

¹⁶ prešućivati *ipf.* – to omit

¹⁷ navesti *pf.* (nekoga na nešto) – to lead someone to do sth.

važno za cijelu ovu knjigu, i ja to sada moram napisati. Moram se do kraja ispovjediti,¹⁸ inače mi memoari neće biti dobri ni uvjerljivi.

Eto, moram iskreno sve opisati i ne smijem ništa sakriti.¹⁹ Dakle, ovako: sve je to zbog Dubravke. A to sa mnom i s Dubravkom je duga priča i to ne smijem izostaviti iz memoara, jer je Dubravka najvažnija osoba u mom životu, odmah uz mamu i tatu.

Ja Dubravku jako volim i jako bih bio sretan da i ona mene voli, da svim djevojčicama u razredu kaže: »Zvonimir je moj dečko.« Ali, na žalost, ona nikada nikome nešto slično nije izjavila, nikada.

Moj stric kaže: »Čovjek dok je živ, ne smije gubiti nadu«, i još kaže: »Žene često odbijaju²⁰ muškarce, da bi ih još jače privukle.«²¹ Te dvije velike misli moga strica moja su jedina nada. Zahvaljujući njima ne odustajem²² od svog najvećeg životnog cilja, a to je: postati Dubravkin dečko pod svaku cijenu.²³

Možda sada sve ovo što sam napisao djeluje zbunjujuće,²⁴ ali ja ću to kao najiskreniji pisac memoara potanko objasniti i opisati. Najbolje je početi priču od onoga dana kada je Dubravka ušla u moj život, a to je bilo prije dvije godine.

Prošlo je mjesec dana od početka školske godine, ja sam išao u prvi razred. Tada mi je učitelj bio moj tata. Jednog je dana sunce veselo sjalo, a u razredu svi đaci bili raspoloženi, jer je bio sat likovnog odgoja.²⁵ Za likovni ne moraš misliti ništa, nego samo muljaš²⁶ vodenim bojicama po papiru i puštaš mozak na pašu.²⁷

Dakle, gdje sam stao: lijep dan, a prozori otvoreni i cvrkut²⁸ ptica iz dvorišta dopire²⁹ u razred; i sve je nekako bilo posebno i svečano, kao spremno za veliki događaj, i tada se začuje kucanje na vratima, moj tata kaže: »Slobodno«, a u razred ulazi jedna djevojčica. Fino pozdravi i

¹⁸ ispovjediti se *pf.* – to confess

¹⁹ sakriti *pf.* – to hide

²⁰ odbijati *ipf.* – to reject

²¹ privući *pf.* – to attract

²² odustajati *ipf.* – to give up

²³ pod svaku cijenu. – at any cost

²⁴ zbunjujuće – confusing

²⁵ likovni odgoj – art education

²⁶ muljati *ipf.* – to move (push) around

²⁷ puštati mozak na pašu *expr.* – to let your mind wander, not give attention to what you are doing

²⁸ cvrkut – chirping

²⁹ dopirati *ipf.* – to reach, penetrate

pristupi mome ocu do katedre³⁰ i kaže: »Ja sam došla, kako ste se jučer dogovorili s mojom mamom.«

Meni srce zakuca sto na sat.³¹ Iz ruke mi ispao kist³² a da to u tom trenutku nisam ni primijetio. Bila je to ona. Bila je to Dubravka. Prvi sam je put vidio, i mogu se zakleti³³ da sam se iste sekunde u nju zaljubio. Bila je to tipična ljubav na prvi pogled. U plućima mi je sve bilo puno i jedva sam dolazio do zraka.

Dubravka je imala prelijepu crnu kosu ispletenu u dugu pletenicu s crvenom mašnicom na kraju. A oči onako plave i duboke, kao da sanja kad te gleda. Ove riječi i ovaj papir su nemoćni da iskažu njenu ljepotu, njen izraz lica, njen osmijeh koji je ljepši nego da se sunce s neba nasmije.

Dubravka je dan ranije doselila u naše selo. Moj tata je njenoj mami rekao da je najbolje da Dubravka dođe sutradan³⁴ bez knjiga i torbe, potkraj nastave, kad je likovni odgoj. Da se upozna s đacima, a od narednog dana neka počne pravo učenje.

Tako je i bilo – a ja, na nesreću, nisam znao da dolazi nova učenica, tata mi ništa nije spominjao, tako da je moj šok bio snažan i potpun pa cijelog dana nisam mogao doći k sebi.³⁵ Tata ju je predstavio učenicima i rekao da može sjesti u Marijinu klupu³⁶ i da ne mora slikati, nego neka samo gleda kako drugi rade. Prošle su dvije godine od toga dana, a ja se svega sjećam kao da je bilo jučer.

Vodenim bojicama sam slikao sliku »Dolazi jesen«, i jedva sam dovršio započeti posao. Ruka mi je drhtala,³⁷ kist me, jednostavno rečeno, nije slušao, a oči su sa slike bježale na Dubravkinu prelijepu pletenicu. Evo, i sada dok pišem memoare, i dok u sjećanju oživljavam taj najznačajniji dan u mome životu, srce mi ubrzano lupa, a u duši mi sve onako puno.

Ja vam još ne otkrih³⁸ zašto pišem ove memoare. Ali, polako – započeo sam najiskrenije i najistinitije o najvažnijim trenucima iz moga života, pa ću postupno otkriti i taj pravi razlog.

³⁰ katedra – teacher's desk

³¹ sto na sat – hundred (kilometers) an hour; very fast

³² kist – paint brush

³³ zakleti se *pf.* – to swear (promise)

³⁴ sutradan – the following day

³⁵ doći k sebi – to come to; recover from shock

³⁶ klupa = školska klupa – school desk, usually shared by two students

³⁷ drhtati *ipf.* – to tremble

³⁸ ne otkrih = nisam otkrio

Dubravkina mama je krojačica.³⁹ Ali ne onako prava krojačica, koja ima pravu radnju i sve ono što se može vidjeti u filmovima. Njena mama ima singericu⁴⁰ koja je u njihovoj kuhinji, tu šije a uz kuhinju je jedna mala soba u kojoj spavaju Dubravka, njena mama i njen brat koji je prije dvije godine imao tek godinu dana, a sad ima tri godine i brz je kao jegulja⁴¹ i trči na sve strane, da ga Dubravkina mama ni u dvorištu ne može uhvatiti kad je vrijeme ručku ili kad se uprlja i kad ga treba presvući i oprati.

Kuća u kojoj živi Dubravka je posve mala, stara, neožbukana.⁴² Njena mama mnogo radi i ima velike podočnjake.⁴³ Dubravkin tata ne živi s njima, on je u gradu Lepoglavi,⁴⁴ gdje će biti još nekoliko godina, a koliko dugo, ne zna se. U toj Lepoglavi je zatvor, a on radi kao zatvorenik.

Nekada su Dubravkini roditelji živjeli u jednome selu kod Vinkovaca.⁴⁵ a onda je jednog Božića njen tata popio mnogo rakije i posvađao se u gostionici s nekim čovjekom koji je bio prvoborac⁴⁶ i heroj u ratu. Taj heroj je iz kaputa izvukao pištolj i Dubravkinom tati rekao: »Ja sam u ratu ovim pištoljem ubio osam ljudi poput tebe«, i još mu je opsovao majku. Na to je Dubravkin tata udario tog čovjeka. Počeli su se hrvati⁴⁷ pištolj je opalio, a onaj prvoborac je ostao na mjestu mrtav.

Dubravkin tata je osuđen kao pravi kriminalac. Nekoliko mjeseci nakon toga, Dubravkina mama se preselila u naše selo, jer su joj tamo kod Vinkovaca prijтели rođaci onog prvoborca, i nije više mogla živjeti okružena tim ljudima.

Dubravkin tata je za jednu Novu godinu bio pušten iz zatvora na pet dana dopusta, ja sam ga tada vidio u razgovoru s mojim roditeljima. On je tako čudnog izgleda, lice mu je blijedo i kao da nije nazočan,⁴⁸ već kao da na nešto drugo misli. Moja mama je za njega rekla: »Nesretan čovjek«, a tata je tome dodao: »Nije mu lako, život se poigrao njime.«

³⁹ krojačica – seamstress

⁴⁰ singerica – sewing machine (from Singer, the most common brand)

⁴¹ jegulja – eel

⁴² neožbukan – without façade, unfinished

⁴³ podočnjak – black circle under eye

⁴⁴ Lepoglava – small town (pop. 4,000) near Varaždin in NW Croatia, best known for its prison that in the 20th c. housed political prisoners (e.g., communists before WWII, antifascists during WWII, anticommunists after WWII).

⁴⁵ Vinkovci – town (pop. 35,000) in E. Croatia, near border with Serbia

⁴⁶ prvoborac – fighter in the Communist-led Yugoslav resistance movement (also called the Partisans) from the early days of WWII.

⁴⁷ hrvati se – to wrestle

⁴⁸ nazočan – present

Ja sam nekoliko puta u protekle dvije godine pokušao prići Dubravki i objasniti joj da je za nju najbolja stvar na svijetu da bude moja djevojka. Ona me je, na žalost, svaki puta odbila. Ostala je neosvojiva,⁴⁹ a ja nesretan.

Čini mi se da ona i ne shvaća da ja nju volim. Ona ne može ni zamisliti kolika je moja ljubav. Kad bi ona to znala, kad bi ona tu ljubav spoznala, uvjeren sam da bi i ona mene voljela istom snagom, istim žarom.

Na nesreću, ja ne mogu znati hoće li naša ljubav imati vremena i prilike da se razvije i da postane uzajamna.⁵⁰ Na nesreću, prije dva tjedna, Dubravki se dogodilo nešto jako loše.

Na velikom odmoru,⁵¹ prije nego što će početi sat poznavanja prirode i društva,⁵² Dubravka je pala u nesvijest.⁵³ Đaci su se oko nje okupili, nastala je prava panika. Dotrčao je moj tata i pokušao je dozvati k svijesti. Dubravka je otvorila oči, držeći se rukama za grudni koš.⁵⁴ I onda, da skratim cijelu priču, Dubravka je prevezena u bolnicu u Novu Gradišku. Ondje su liječnici ustanovili da ima srčanu manu⁵⁵ i da mora na operaciju u Zagreb.

Liječnik iz Zagreba je rekao Dubravkinoj mami da bi nakon operacije Dubravka trebala koristiti nekakav lijek za srce što ga proizvode u Švicarskoj i koji je u ovome trenutku najbolji na svijetu. Taj lijek je strašno skup i Dubravkina mama ga ne bi mogla kupiti ni kad bi prodala kuću i ono malo zemlje.

Uglavnom, stvari stoje tako kako stoje. Brine me ta operacija na koju će ići Dubravka, a brine me i to što njena majka nema potrebne novce za taj lijek. Istodobno, u onih nekoliko dana od Dubravkina odlaska u bolnicu, moja ljubav prema njoj se udvostručila.⁵⁶ Tek sad kad sam osjetio kako je to tužno i teško kad nje nema u razredu, tek sad znam da moj život bez Dubravke postaje patnja, i da ja bez nje ne mogu biti sretan. Sada sam odlučniji nego ikada da moram postati njen dečko i da ona mora postati moja djevojka. Ona mora saznati koliko ja nju volim, ja joj to moram pokazati i dokazati.

⁴⁹ neosvojiv – unconquerable

⁵⁰ uzajaman – mutual

⁵¹ veliki odmor – long (lunch) recess

⁵² poznavanje prirode i društva – school subject of natural and social studies

⁵³ pasti u nesvijest – to faint

⁵⁴ grudni koš – rib cage

⁵⁵ srčana mana – heart defect

⁵⁶ udvostručiti se *pf.* – to become twice as strong

Tri dana nakon njenog odlaska u bolnicu, u mojoj glavi se sve složilo i ja sam donio odluku⁵⁷ o pisanju memoara. Naime, shvatio sam da su memoari jedini način kako mogu osvojiti Dubravku. Nijednom dečku iz mog razreda ne bi pala na um takva ideja.

Kad napišem memoare i kad ih pokažem Dubravki, uvjeren sam, ona će u čudu zastati i shvatiti da nisam kao drugi dečki. Zavoljet će me i postati moja djevojka, a jednoga dana i žena.

Drugi razlog za pisanje memoara je taj skupi lijek iz Švicarske. Naime, ja sam sto posto siguran da će se ovi memoari čitati po cijelom svijetu i da će čitatelji uživati čitajući o mom životu koji je toliko zanimljiv i bogat da nikoga ne može ostaviti ravnodušnim – i onda ću ja sve novce koje dobijem za ove memoare dati Dubravkinoj mami da joj kupi taj švicarski lijek, pa da ozdravi moja draga Dubravka.

⁵⁷ donijeti odluku = odlučiti

Prije čitanja

Try to remember what you already know about the narrator's (Zvonimir's) relationship with Dubravka, then use the given words and phrases in sentences telling about their relationship. Use present tense for ongoing actions and past for past actions.

svidati se	ugurati snijeg za vrat	izbjegavati
ošamariti	povući za pletenice	skinuti suknju
razbiti glavu	gurnuti na dečke	naljutiti se

Razumijevanje pročitanoog teksta

Exercise A. Answer the questions.

- 1) According to Zvonimir, what are the two most difficult things in writing memoirs?
- 2) What laws of physics do Zvonimir and his father discuss while picking apples?
- 3) What are the preconditions for a good memoir? Has Zvonimir's writing so far followed these principles? Support your claim.
- 4) What is Zvonimir's main goal in life? What thoughts of Uncle Filip make Zvonimir hopeful about reaching that goal?

- 5) When and where did he first see Dubravka—in what situation?
- 6) How did he feel; what was his physical reaction?
- 7) How does he describe Dubravka?
- 8) Where did she come from and why?
- 9) What do we find out about her family and house?
- 10) Where is Dubravka's father and why?
- 11) What does Zvonimir say about his attempts to win Dubravka?
- 12) What happened to Dubravka during a school break one day and what was the reason?
- 13) What followed and what is the prognosis?
- 14) What are Zvonimir's feelings after that? Find at least five words (verbs, nouns, or adjectives) in the paragraph that express his feelings.
- 15) What are the two reasons that led him to write his memoirs?

Exercise B. True (T), false (F), or not enough information (NI)?

- | | | | |
|--|---|---|----|
| 1) Tata je Zvonimiru objasnio kakvi memoari su najbolji. | T | F | NI |
| 2) Zvonimir je bio iznenađen Dubravkinim dolaskom. | T | F | NI |
| 3) Zvonimiru je pisanje memoara lakše nego slikanje. | T | F | NI |

- | | | | |
|--|---|---|----|
| 4) Dubravkina mama ima radionicu za šivanje. | T | F | NI |
| 5) Dubravkina mama se preselila jer se bojala rođaka ubijenog prvoborca. | T | F | NI |
| 6) Dubravkin otac će u Lepoglavi biti još pet godina. | T | F | NI |
| 7) Zvonimir je počeo pisati memoare prije nego što je Dubravka otišla u bolnicu. | T | F | NI |
| 8) Pripovjedač je uvjeren da će njegovi memoari biti čitateljima zanimljivi. | T | F | NI |

Vokabular

Exercise A. Complete the sentences below by using the appropriate phrases from the box in the correct form.

pod svaku cijenu	ljubav na prvi pogled	doći k sebi
srčana mana	puštati mozak na pašu	uzajamna ljubav
pasti u nesvijest	likovni odgoj	sto na sat

- 1) Grčku treba zadržati u eurozoni _____, njezin izlazak bi bio preskup za sve.
- 2) Na satu _____ učenici crtaju, slikaju, modeliraju ili konstruiraju.
- 3) _____ znači da ste se zaljubili u nekoga kad ste ga prvi put vidjeli.
- 4) Kako se opuštaš poslije posla? – Igram igrice na kompjutoru, čistim stan, peglam, ukratko – _____.
- 5) Mislio je da _____ znači da čovjek prima onakvu ljubav kakvu daje.
- 6) Prije ispita bila je jako nervozna, srce joj je lupalo _____.
- 7) Marija je od straha _____, ali je nakon samo par minuta _____.

Exercise B. With the help of dictionary, complete the table with missing equivalents. Hint: all Croatian words will contain the root **ljub-**.

	hrvatski	English
1)		<i>love (n.)</i>
2)	ljubavni	
3)		<i>to fall in love</i>
4)	zaljubljen	
5)		<i>to kiss</i>
6)	ljubazan	
7)	ljubavnik, ljubavnica	
8)		<i>pet (animal)</i>
9)		<i>jealous</i>
10)	ljubomora	

Jezične osobine

Notice the words in bold print. They express the speaker's attitude toward the content that follows:

*Iskre su frcale, ali **srećom** nije došlo do požara.*

Sparks were flying, but [the chimney] fortunately didn't catch fire.

*Ja, **na nesreću**, nisam znao da dolazi nova učenica.*

I, unfortunately, didn't know that a new student was coming.

*Ona me je, **na žalost**, svaki puta odbila.*

She, unfortunately, rejected me every time.

Exercise A. Practice: Rewrite each sentence using one of the expressions as above to express your attitude toward its content:

- 1) Dubravkin otac je završio u zatvoru.
- 2) Njezina majka je za Dubravku i njezinog brata našla drugu kuću.
- 3) Ta kuća je jako mala.

They are connecting devices (**konektori**), connecting the sentence and establishing its relationship to the preceding content; they might indicate that the sentence is a more precise explanation of what was said before, as in:

***Naime**, shvatio sam da su memoari jedini način kako mogu osvojiti Dubravku.*

In fact, / Namely, I realized that memoirs were the only way to win over Dubravka.

... or it is a logical continuation of what was said before, as in:

***Dakle**, gdje sam stao...*

So, where did I stop...

Notice two different kinds of conditional sentences in the text:

- expressing the condition (introduced by **kad**) that is not fulfilled now, but it is within the realm of possibility (**hypothetical conditional**); both clauses use the conditional:

Dubravkina mama ga ne bi mogla kupiti ni kad bi prodala kuću i ono malo zemlje.

Dubravka's mother could not buy it, even if she were to sell (she sold) the house and whatever little land (she had).

- expressing the condition (in the dependent clause, introduced by **da**) that was not fulfilled (real) in the past (**unreal conditional**): the indicative (past tense) is used in the dependent clause and conditional in the main clause:

Da je uljepšavao stvari, knjiga bi mu bila dosadna.

If he had embellished things, his book would have been boring.

Exercise B. Say in BCS what would happen under these conditions. (First you need to decide which kind of conditional you need to use, then form that conditional sentence with the given information and what you know from the story.)

Example:

Uncle Filip didn't drink too much at Zvonimir's party.

Da nije popio previše rakije, stric Filip ne bi povraćao na tepih.

- 1) Dubravka's father did not get in fight with the Partisan hero.
- 2) Dubravka knows how much Zvonimir loves her.
- 3) Dubravka's family did not have to leave their village near Vinkovci.
- 4) Zvonimir does not live in the school building.

Daljnje ispitivanje teksta

Exercise A. How do Zvonimir's parents feel about Dubravka's father's predicament? Quote the sentences on which you base your claim.

Exercise B. Analyze the circumstances of the event that got him into that situation.

Fill out the chart in BCS with things that each person did during that event (NI = *nema informacije* – where it is not clear to whom the action belongs).

Dubravkin otac	prvoborac	NI

Is it clear from Zvonimir's narrative who was responsible for the tragic outcome? Support your answer.

Kulturni i društveno-povijesni kontekst

To understand additional, political, implications of Dubravka's father's offense, you need to take into consideration the special status that his opponent in the fight, a **prvoborac**, would have in the former Yugoslavia: Partisan fighters from the early days of WWII were the most revered in the post-war commemoration of victims of the War by the Communist regime; they enjoyed high social prestige and many privileges.

Uvježbavanje pisanja

Imagine that you are Dubravka, writing a letter to her old friend Marina about her life in Omorina. She would want to include some information about her family, house, new school, and friends. (Minimum 10-15 sentences.)

Omorína,

Draga Marína,

Svašta u mojoj glavi

a story by Miro Gavran

Supplementary Materials

Unit 3



CHAPTER III

sic (kod bicikla)	sjedalo
bez veze	meaningless, no good
pet	five—the highest grade (grading in elem. school is on the scale 1 (fail) to 5 (excellent))
(iz)maštati	to make something up
Dan žena	International Women's Day (March 8), widely celebrated in the communist Yugoslavia with public events as well as private showing of appreciation for women by giving them flowers and little gifts.
dugmeta zlatne boje	gold color buttons, cufflinks
mreža	net
rugati se <i>ipf.</i>	to mock
zateći zateknem <i>pf.</i>	to catch
sramiti se <i>ipf.</i>	to be embarrassed
budala	fool
rođen	one's own
petrolejka	kerosene lamp
nemam pojma <i>expr.</i>	I have no idea
slavonski	<i>adj.</i> from Slavonija
odbornik	committee member
općina	municipality
odobriti <i>pf.</i>	to approve
sazreti sazrem <i>pf.</i>	to ripen, mature
dići ruke <i>expr.</i>	to give up
žabac	frog
Društveni dom	community building
sala	hall
javiti se za riječ	to ask for the floor
dati (nekome) riječ <i>expr.</i>	to give smb. the floor
pekmez	marmelada
prije negoli	prije nego što
germa	kvasac 'yeast'
štagalj	shed next to a barn for storage of equipment and feed and for occasional farm work
sijeno	hay
narod	ljudi
dići se na noge	to rise to action
isticati se <i>ipf.</i>	to stand out
čika	uncle, mister (used with a name by children to address any adult man outside family)
stvarčica	mala stvar

hvalisati se <i>ipf.</i>	to brag
skroz-naskroz	through and through, completely
preobraziti se <i>pf.</i>	to be transformed
bruhati <i>ipf.</i>	to buzz, talk excitedly
prikradati se <i>ipf.</i>	to sneak up
šibica	match
zaprepaštenje	astonishment
plamiček	malen plamen ‘flame’
oči mi iscurile <i>expr.</i>	may I be struck blind (if I am lying)
komšija	susjed
osuše <i>aor.</i> , osuti ospem <i>pf.</i>	to shower with, pour dry matter, in this case, stones; here used as aorist, see explanation under “Jezične osobine”
bla-bla	to chat, gossip (here used instead of a verb)
zasun	bar, latch (on a door)
provaliti <i>pf.</i>	to break in
jurnjava	chase
(za)buljiti	to stare
brico	barber
vrag je odnio šalu <i>expr.</i>	stvar je postala ozbiljna
hrastov	oak <i>adj.</i>
majci	dative of majka ; here used as intensifier
uzmuvati se <i>pf.</i>	to become agitated
urlikati <i>ipf.</i>	to roar, bellow

Prije čitanja

Exercise A. Following are the topics and events of this chapter. Review them before reading. As you read through the chapter, put them in the order in which they appear in the text (put the number on the line in front of each topic or event).

- _____ seljani jure Branka
- _____ Zvonimirovo učenje
- _____ mama se brine za siromašnu djecu
- _____ Branko Vatrogasac
- _____ u selo je došla struja
- _____ Branko izgori u vlastitoj vatri
- _____ očev i stričev odnos prema ženama
- _____ Mileva vidi Branka kako potpaljuje štagalj

Razumijevanje pročitano g teksta

Exercise A. Answer the questions.

- 1) How did Zvonimir learn how to ride a bike?
- 2) What was the downside of having parents as teachers and living in the school building?
- 3) Why was Zvonimir's family lucky as far as electricity goes?
- 4) Why did they still occasionally need an oil lamp?
- 5) How did Branko get the nickname *Vatrogasac*?

- 6) What did Mileva see when she was coming home from the fields?
- 7) What made villagers realize that Mileva was telling the truth?
- 8) How did they behave towards Branko; what did they call him?
- 9) How did he try to save himself and what did he end up doing?
- 10) Did the villagers' attitude change in the end?

Exercise B. In this chapter we find out more about the character of Zvonimir's family members. Briefly characterize the following people based on their relationship or attitude towards what is indicated in parentheses.

- 1) Zvonimir's uncle (women)
- 2) Zvonimir's father (his brother's actions, his wife)
- 3) Zvonimir's mother (poor children)

Exercise C. True (T), false (F), or not enough information (NI)?

- | | | | |
|--|---|---|----|
| 1) Mama je mislila da je korisno da Zvonimir nauči hodati na rukama. | T | F | NI |
| 2) Zvonimir je zadovoljan što su mu učitelji roditelji. | T | F | NI |
| 3) Njegovi roditelji imaju dobar međusobni odnos | T | F | NI |

- | | | | |
|---|---|---|----|
| 4) Strina Ljubica zna da joj je muž nevjeran. | T | F | NI |
| 5) Odbornik Dragutin donosi sve važne odluke u selu. | T | F | NI |
| 6) Čika Branko je djeci veliki uzor zbog svoje hrabrosti. | T | F | NI |
| 7) Seljani su bacali kamenje na Branka. | T | F | NI |
| 8) Branko se nije mogao skloniti u svoju kuću jer je bila zaključana. | T | F | NI |

Vokabular

Exercise A. Notice how the narrator explains the meaning of the noun **ljubavnica**:

Ljubavnica je žena s kojom ne živiš, ali s kojom radiš svašta, kao da ti je rođena žena (...)

Explain in BCS the meaning of the following nouns:

- | | |
|--------------------|------------------|
| 1) vatrogasac | 6) štala |
| 2) budala | 7) petrolejka |
| 3) komšija | 8) društveni dom |
| 4) seoski odbornik | 9) šibica |
| 5) brico | 10) sijeno |

Jezične osobine

Exercise A. Notice that the narrator uses aurist—a simple (as opposed to the complex) past tense formed from perfective verbs. You don't need to learn the forms since aurist is not used in spoken Croatian, and only in some instances in Serbian and Bosnian, but you will encounter it in older and occasionally (for artistic effect) even in contemporary literary texts—like in this case. Hence, you need to be able to recognize the forms; remember the endings in bold print below. Note that 2nd/3rd sg are the same as 3sg present (with some exceptions).

	Sg	Pl
1	ugleda h	ugleda smo
2	ugleda	ugleda ste
3	ugleda	ugleda še

Although aurist sporadically appears in other places in the text, it is particularly heavily used in this chapter in places where the most dramatic events are narrated. For example:

Ovi se isto začudiše, pa da će svi zajedno do drugih komšija, kad odjednom ugledaše kako cestom trči Branko Vatrogasac s kantom za gašenje požara. A njima sve postade jasno kao dan.

These (people) were also surprised, so together they went to other neighbors, when all of a sudden they saw Branko the Fireman running with a canister for putting out the fire. And it all became perfectly clear to them.

Practice. Underline aurists in the following sentences and replace them with the perfect (regular past tense), then translate the sentences into English.

- 1) Ljudi dohvatiše kamenice, pa osuše vatru na Branka i povikaše...
- 2) Narod u svom bijesu zastade i zablji se u taj prizor.
- 3) Ljudi se uzmuvaše.
- 4) Nađoše se nekakve kante.

Exercise B. Notice that an imperfective verb is used instead of a perfective in the imperative when an impatient command is expressed: instead of the expected **spasi se**, we find **spašavaj se**:

*Branko otvori, opraštamo ti sve, ne budi lud, **spašavaj se**, čovječe!*

Practice: Find another example where this feature is used for expressing impatience; then use it yourself to change the given commands into impatient commands.

- 1) _____ !
- 2) Otvori! _____ !
- 3) Odgovori! _____ !
- 4) Digni se! _____ !
- 5) Dodi! _____ !

Daljnje ispitivanje teksta

Exercise A. What, in your opinion, of what Zvonimir's mother did for poor children was practical and of teaching value?

Exercise B. Does Zvonimir's mother approve of Uncle Filip's life? Provide evidence from the chapter.

Kulturni i društveno-povijesni kontekst

Exercise A. Although Zvonimir is growing up in very modest circumstances, he indicates that there were people who were worse off than him. Provide two examples.

Exercise B. From Zvonimir's narrative we can conclude that he lived in a very tight-knit village community and that the opinion of that community, even in matters of personal life, was very important. Provide at least one example for each.

1) Strength of the village community:

2) Power of public opinion:

The narrator makes passing comments about the political system. He uses the political jargon (which would be mostly incomprehensible to a child—as well as to many other people) that was common in the communist Yugoslavia, as in these examples:

Čim sazrije politička situacija za tu akciju.

Drugovi, stigla je direktiva iz općine da se u naše selo uvede struja.

These sentences also hint to the fact that decisions having to do with economic development were politically motivated and top-down.

Exercise C. Answer in English.

1) What does he say about **odbornik Dragutin** that shows an autocratic, centralized style of governing?

2) What can we conclude about his father's attitude towards this system? Is he a willing participant or supporter? Justify your answer.

Uvježbavanje pisanja

Choose one topic to reminisce about and write a paragraph of 10-15 sentences in BCS.

- A) Da li se sjećate svojeg puta od kuće do škole kad ste išli u treći razred? Ako niste stanovali u školskoj zgradi, bit će Vam ga puno lakše opisati nego Zvonimiru. Je li se na njemu ikad nešto posebno dogodilo?
- B) Da li se sjećate kad i kako ste naučili voziti bicikl (ili auto)? Opišite okolnosti i postupak.

Svašta u mojoj glavi

a story by Miro Gavran

Supplementary Materials

Unit 4



CHAPTER IV

udica	fish hook
odoljeti <i>pf.</i>	to resist
upecati se <i>pf.</i>	to get caught (fish)
gaditi se <i>ipf.</i> + <i>D</i>	to be disgusted
o + <i>A</i>	against
kaubojski roman	Western novel; particular novels by the German author Karl May were tremendously popular with (mostly male) young readers in the former Yugoslavia
gutati <i>ipf.</i>	to swallow, gobble
ko	kao
divlji zec	hare
kog	kojeg
stenjati <i>ipf.</i>	to moan
buljiti <i>ipf.</i>	to stare
divlja svinja	wild boar
livada	meadow
pećinski čovjek	caveman
učo	učitelj
izjava	declaration
do besvjesti	till unconsciousness; to death
kamoli <i>conj.</i>	let alone
izum	invention
stati na glavu <i>expr.</i>	to turn on one's head
pa makar	even though
spoznaja	realization
zadesiti <i>pf.</i>	to befall
usuđivati se <i>ipf.</i>	to dare
vitrina	curio cabinet
nedostajati <i>ipf.</i> + <i>D</i>	to be missing
žrtva	sacrifice
primaća soba	parlor, living room
koljevka	cradle
saplesti se <i>pf.</i>	to trip
majstor	handyman
drug	comrade; in the communist Yugoslavia form of address for men (instead of Mr.)
munjevito	with lightning speed
čudnovat	amazing
začaran	spellbound

EPP	ekonomsko propagandni program = reklame
naštímati <i>pf.</i>	to set up
ne valja	is no good
imućan	wealthy

Prije čitanja

Exercise A. Select one answer and explain it in BCS in 2-3 sentences.

Što ste najviše voljeli raditi u slobodno vrijeme kad ste bili u Zvonimirovim godinama – u trećem ili četvrtom razredu?

- a. Gledati televiziju
- b. Igrati igrice na kompjutoru
- c. Čitati
- d. Igrati se vani s prijateljima
- e. Istraživati po prirodi
- f. Drugo _____

Razumijevanje pročitanoog teksta

Exercise A. Answer the questions.

- 1) Why does Mirna call Zvonimir and Slavko *sadisti*?
- 2) What unexpectedly happened on their forays into nature?
- 3) What did his mother think about:
 - a. his reading of Western novels
 - b. love of nature
- 4) What was the purpose of Mirna's proclamations?

- 5) How rare was television those days and what did his father think about it?
- 6) What three things did his parents do to raise money for a TV set?
- 7) How did they like their new acquisition and their new status in the village?
- 8) What was their life like after a week of having TV in the house?
- 9) How did they first try to solve that and did it work?
- 10) What was the fortunate event that changed their luck?

Exercise B. True (T), false (F), or not enough information (NI)?

- | | | | |
|--|---|---|----|
| 1) Tata je seljanima pisao molbe i žalbe jer sami nisu bili vješti pisanju službene korespondencije. | T | F | NI |
| 2) Zvonimiru je žao što Mirna ne može smršavjeti | T | F | NI |
| 3) Tata je bio iznenađen maminom velikom žrtvom. | T | F | NI |
| 4) Stric je namjestio televizor. | T | F | NI |
| 5) U Zvonimirovoj kući su najviše voljeli gledati reklame. | T | F | NI |
| 6) Iako televizor nije radio, ljudi su ipak dolazili u Zvonimirovu kuću. | T | F | NI |

Vokabular

Exercise A. Finish the sentences so that they will be true to the information from the chapter. Use the appropriate words from the box in the **correct** form.

važan	volja	gostiona	prsten	koljevka
beba	volja	imućan	gužva	vitrina

- 1) Očekivanje televizora bilo je slično očekivanju _____.
- 2) Mali stol pripremljen za televizor bio je kao _____.
- 3) Stric je mislio da Mirna ne može smršavjeti jer nema dovoljno jaku _____.
- 4) Mamina velika žrtva za televizor bila je kad je prodala _____.
- 5) Roditeljima je godilo da su bili _____.
- 6) Ali nakon nekog vremena nisu više mogli živjeti u takvoj _____.
- 7) Kuća im je bila kao _____.

Exercise B. Notice the difference between **televizija** ‘TV program’ and **televizor** ‘TV set’:

*Majstor je namjestio **televizor**.*

*Prvu večer **televiziju** je gledala naša obitelj sama.*

There are other expressions that the narrator uses instead of **televizor**. Underline them in the following sentences.

- 1) Za četiri godine će uštedjeti novce potrebne za kupnju tatinog prozora u svijet.
- 2) Tri su čovjeka došla da samo malo vide tu čudnovatu kutiju s ljudima što hodaju po staklu.

Exercise C. Find synonyms to the underlined expressions and rewrite the sentences using them.

- 1) Vijest je munjevito proletjela selom.
- 2) Naša primaća soba je bila puna do vrha.
- 3) Ja sam sutradan dobio veliku temperaturu.
- 4) Vidjeli su da televizor ne valja.

Exercise D. Notice the underlined expression in the following sentence. It literally means ‘even if we stood up / turned on our head’, but here it is used figuratively, meaning ‘no way’.

Ni da stanemo na glavu, ne možemo doći do tolikih novaca.

Use the same expression to say two things that you or someone else could not do under any circumstances.

- 1) _____
- 2) _____

Jezične osobine

Collective numerals (**zbirni brojevi**). Notice the use of collective numerals for groups of males (ending in **-ica**: **dvojica**, **trojica**, **čtetvorica**, **petorica**,...). The noun (phrase) or pronoun with them is in G pl.; verbal agreement is m. pl., in 3rd person there is an option of f. sg. ending in **l-** participle.

*Često smo nas **dvojica** tako hodali po njivama.*

*Njih **dvojica** su hodali / hodala po njivama.*

For mixed groups, the collective numerals **dvoje**, **troje**, **četvero**, **petero**,... are used. They also take a noun (phrase) or pronoun in Gpl., but in 3rd person they require the verb to be n. sg.

*Treće večeri došlo ih je **sedmero**.*

*Četvrte večeri došlo ih je **jedanaestero**.*

Exercise A. Translate the following sentences, using collective numerals. The words in square brackets indicate what kind of group is meant.

- 1) What are the two of you [Zvonimir and Slavko] doing in the front yard?
- 2) The two of them [Mom and Dad] decided to start saving for the TV set.
- 3) Two witnesses [Zvonimir and Slavko] had to sign Mirna's public declaration.

Exercise B. Aspect. Determine which verb in the pair is perfective, which imperfective and mark them accordingly (**pf.** or **ipf.**).

- 1) Jedini način bio je da žabu **udariš** o cestu.
- 2) Ako ne otpadne, **udaraš** sve dok ne otpadne.
- 3) Počeli su **štedjeti** od plaće.
- 4) Za četiri godine **uštedjet će** novce potrebne za kupnju televizora.
- 5) Naš društveni dom je **kupio** televizor.
- 6) Imućniji ljudi su počeli **kupovati** televizore.

Exercise C. As you know, the prefix added to an imperfective verb not only changes its aspect (**ipf.** → **pf.**), but may also alter its meaning. For each prefixed verb write down one sentence from the chapter in which it is used, determine its meaning, and write it below the verb (you may need the help of a dictionary as well). Then also gloss the imperfective pair so that you can clearly see the difference.

Ipf.	Pf.	Examples of use of prefixed verbs
nadati se	ponadati se	
letjeti	preletjeti	

misliti	zamisliti se smisliti pomisliti	
paliti	upaliti	

Verbs with **se**. Remember the use of verbs with **se** for passive voice (Unit 1), where it was pointed out that verbs with **se** can also have other meanings. Here are examples of two other kinds of verbs with **se**:

- **Some verbs always occur with *se*** in the standard language, i.e., **se** is part of a lexical item: **ponadati se** ‘to hope’, **odmoriti se** ‘to rest’, **bojati se** ‘to be afraid (of)’. If they exist without **se**, they mean something else, e.g., **zamisliti se** ‘to think deeply, ponder’ vs. **zamisliti** ‘to imagine’.

Moji roditelji su se ponadali da će se napokon odmoriti.

Stric se na to malo zamislio i odmah smislio izlaz.

Bojali smo se dirati je.

- **Middle verbs** are verbs expressing an action that often occurs without the volition of the nominative subject. They often, but not always, have inanimate subjects. Middle verbs have transitive correlates (almost always with accusative) without **se**. In the following sentences **izgubiti se** ‘to get lost’, **pokvariti se** ‘to break down’, **saplesti se** ‘to get tangled, to trip’ are middle.

Najbolje će biti da ti one dugmiće (...) tako naštimaš da se slika izgubi...

...pa će pomisliti da se (televizor) pokvario.

Bojali smo se da se tata i stric ne sapletu...

Exercise D. In the following sentences, underline the verbs with **se** and mark whether **se** is used for passivization (Pass.), as part of a lexical item (Lex.), or a middle verb (Mid.).

- 1) Moj tata često ljubi mamu, a ona se smije i kaže...
- 2) (S)tigla je direktiva iz općine da se u naše selo uvede struja.
- 3) Ja bez mreže ulovim svaku ženu koja mi se sviđa...

- 4) Jednom se zapali štagalj, drugi put kuća...
- 5) Selom se pronijela vijest da se učiteljev televizor pokvario.
- 6) Čega se pametni srami, budala se time ponosi.
- 7) Na to se tata naljuti na njega i kaže...
- 8) Tako nam se opet napunila kuća ljudima koji nisu gledali televiziju...
- 9) Ona sprava što se okreće na velikom mlinu pravila je struju...

Daljnje ispitivanje teksta

Exercise A. Fill in the table and answer the question in BCS.

- 1) Na prazna mjesta u tabeli upišite reakcije pojedinih članova na probleme navedene u gornjem redu tabele.

	nema dovoljno novaca za kupnju televizora	kuća prepuna televizijskih gledaoca
mama		
tata		
stric Filip		

- 2) Što biste iz tih reakcija zaključili o maminom i stričevom karakteru?

Exercise B. The young narrator often shows naïveté, typical of someone his age, in interpreting the world around him (think of the situation with Slavko's lewd picture). Frequently he does not understand what he sees or hears, but doesn't question it and/or uses what he learned inappropriately. Find two such examples on the first page of this chapter.

- 1) _____
- 2) _____

Kulturni i društveno-povijesni kontekst

Exercise A. As teachers, Zvonimir's parents are likely the most educated and literate people in the village. What in this chapter would confirm this assumption?

Exercise B. The narrator accurately summarizes TV programming in Yugoslavia of the 1960s and 1970s in this sentence:

S istom su pažnjom gledali i EPP i političare i ratne filmove u kojima pravda pobjeđuje.

Evening news was initially broadcast from Belgrade, and later, with the expansion of national programming, from republic capitals. It would show people in endless meetings or making political speeches and include reports about the latest achievements of industry and agriculture.

A lot of domestic film production included partisan films with black-and-white portrayal of WWII, in which Yugoslav partisans were always good and victorious. The most elaborate examples are *Bitka na Neretvi* and *Sutjeska* (with some big international film stars like Yul Brenner, Richard Burton, Irene Papas). You can see these films on YouTube (links often change, so you might have to search for them):

Bitka na Neretvi <https://www.youtube.com/watch?v=y6037TVvEnc>

Sutjeska <https://www.youtube.com/watch?v=gFzTo8f-kqk>

Although Yugoslavia those days did not have a market economy, TV programming did include some advertisements, called EPP, literally 'economic propaganda program'. See an example here: <https://www.youtube.com/watch?v=dENikFEhX8U>

Uvježbavanje pisanja

Write a paragraph of 10-15 sentences in BCS reminiscing about an occasion when you (as a child or young adult) very much wanted something, but had to raise money for it and/or encountered some other difficulty in acquiring it.

Svašta u mojoj glavi

a story by Miro Gavran

Supplementary Materials

Unit 5



CHAPTER V

dinar	currency of the former Yugoslavia
saopćiti <i>pf.</i>	to report, announce
varati se <i>ipf.</i>	to be mistaken
uoči + <i>G</i>	on the eve of
Djed Mraz	Santa Claus or the Communist version of it: he would visit just before New Year's, not Christmas, as that was not publicly celebrated (see further explanation in Unit 6)
bunar	water well
galama	noise, racket
bara	swamp, marsh
kornjača	turtle
bjelouška	water snake
slikovnica	picture book
djelomično	partially
limenka	tin can
ekser	čavao, klin
urnebes	loud noise
uvesti red	to establish order
tad	tada
stabljica	stem
stručak	<i>dem.</i> of struk 'stalk'
to ja tebi	The verb dajem/poklanjam is implied.
izazivati <i>ipf.</i>	to trigger, provoke
prekinuti diplomatske kontakte	to end all diplomatic relations (jargon of international relations)
iz svega ovoga proizlazi	it follows from all this...
ni koliko je crno pod noktom	ni malo
prizivati <i>ipf.</i>	to invoke

Prije čitanja

Exercise A. Among the things suggested below circle the ones that Zvonimir **should** do to win over Dubravka. As you read through the text, see whether they were effective (mark **Y**) or ineffective (mark **N**).

Da bi Zvonimir osvojio Dubravku, treba...

- | | | |
|--|---|---|
| a. ... je izgrudati. | Y | N |
| b. ... joj donijeti cvijeće za Dan žena. | Y | N |
| c. ... je gurnuti na Snješka Bijelića. | Y | N |
| d. ... joj pokloniti neku životinju. | Y | N |
| e. ... joj dati novogodišnji poklon. | Y | N |

Razumijevanje pročitanoog teksta

Exercise A. Answer the questions.

1) What are the two things that Zvonimir hopes to achieve with his memoirs?

2) In 3-4 sentences explain how each of these Zvonimir's attempts went awry.

a) the attempt with the New Year's gift

b) the attempt with the frog

c) the attempt with the flowers

Exercise B. True (T), false (F), or not enough information (NI)?

- | | | | |
|--|---|---|----|
| 1) Učenici su znali da je Djed Mraz brico Antun. | T | F | NI |
| 2) Dječaci su voljeli gledati kako djevojčice vrištu dok su ih oni grudali. | T | F | NI |
| 3) Zvonimir je Dubravki prvi put ispovjedio ljubav u drugom razredu. | T | F | NI |
| 4) Zvonimiru se žaba svidjela jer je bila neobična i jer ga je podsjećala na sliku u slikovnici. | T | F | NI |
| 5) Dubravka se obradovala buketu za Dan žena. | T | F | NI |
| 6) Zvonimir je znao da žuto cvijeće izaziva kihavicu. | T | F | NI |
| 7) Dubravka će u bolnici ostati najmanje mjesec dana. | T | F | NI |

Vokabular

Exercise A. Complete the table with the nouns derived from the given verbs (they all appear in the chapter). Gloss the nouns. The first pair is done for you.

	Verb	related noun
1)	pokušati	pokušaj ‘ <i>attempt</i> ’
2)	dijeliti	
3)	pokloniti	
4)	dogovoriti se	
5)	paziti	
6)	loviti	
7)	iznenaditi	
8)	skakutati	
9)	istražiti	

10)	obrazložiti	
11)	obraniti	
12)	kihati	
13)	pisati	
14)	čitati	
15)	sjećati se	

Exercise B. Complete the sentences. In each of the following situations there was an unexpected turn of events. Finish these sentences (all referring to Zvonimir), so that they will be true to the content of the chapter.

- 1) Kad je pozvao Dubravku k bunaru, nije očekivao da _____ .
- 2) Kad je Dubravki poklonio žabu, nije očekivao da _____ .
- 3) Kad je Dubravki poklonio buket cvijeća, nije očekivao da _____ .

Jezične osobine

Notice more expressions (in bold print) connecting the text (**konektori**).

***Uglavnom**, cijeli sam dan za kaznu stajao u kutu.*

The main thing is that I stood in the corner all day.

*Ja u ljubavi, **jednostavno rečeno**, nisam imao sreće.*

Simply put, I didn't have any luck in love.

***Bez obzira na sve**, ja moram požuriti s pisanjem memoara.*

Regardless of all that, I must now hurry up with writing the memoirs.

Exercise A. Aspect. In the chapter, find examples of use of both perfective and imperfective for the following verbs and write down the sentences in which you found them (one example for each verb).

1) to throw snowballs

2) to sneeze

3) to push

4) to catch

Another kind of conditional sentence: **real conditional**. These sentences express the condition (in the dependent clause introduced by **ako**) that is to be fulfilled in the future. The indicative is used in both clauses: in the dependent clause—*futur 2* (*budem, budeš,...* + *l-ptcpl.*) of imperfective or present tense of perfective; in the main clause—regular future (the author uses present t. of perfective to express future in the second example below).

Ako sve bude u redu, Dubravka će (ići) za mjesec dana kući.

If everything is OK, Dubravka will go home in a month.

Ako ne bude sve u redu, možda ostane (= će ostati) i mnogo duže.

If everything isn't OK, she will perhaps stay (there) much longer.

Zatvorit će mu gostionicu ako se ne opameti.

They will close down his pub if he doesn't come to his senses.

Exercise B. Practice. Form real conditional sentences. Say what **will** happen under these conditions. Form sentences with both clauses; the first one is started for you.

1) Dubravka reads Zvonimir's memoirs;

Ako bude Dubravka čitala Zvonimirove memoare,

2) Zvonimir's memoirs are published as a real book;

3) Zvonimir's cousin Mirna has strong enough will;

4) Zvonimir's parents find out what he does with frogs.

Daljnje ispitivanje teksta

The young narrator is forming his view and understanding of women. His uncle's attitude and his categorical statements about women seem to have a great influence on him. Think of this one from Ch. 2:

»Žene često odbijaju muškarce, da bi ih još jače privukle.«

- 1) What statement of this type can you find in this chapter?
- 2) What kind of attitude is implied in his uncle's statements?

Kulturni i društveno-povijesni kontekst

Exercise A. School life. In the left column, there is information from the chapter that tells us more about Zvonimir's school life. In the right column, tell in BCS how your experiences in the early grades of your school compare to Zvonimir's in these situations.

	U Zvonimirovoj školi...	U mojoj školi...
1)	Djed Mraz je dan uoči Nove godine došao u razred i dijelio učenicima darove.	

2)	Dječaci su u školskom dvorištu bacali grude snijega na djevojčice.	
3)	Zvonimir je za kaznu četiri sata stajao u kutu razreda, okrenut leđima svim kolegama.	
4)	Nastava je počinjala poslije podne u dva sata.	

Exercise B. Odgovorite.

1) Zašto je Zvonimirova nastava počinjala u 2 poslije podne?

2) Što mislite o kazni koju je Zvonimir dobivao u školi?

Uvježbavanje pisanja

Write a paragraph of 10-15 sentences in BCS. Describe one of these situations.

- a. Dobili ste nezasluženu kaznu.
- b. Dobra namjera, loše posljedice.

Svašta u mojoj glavi

a story by Miro Gavran

Supplementary Materials

Unit 6



CHAPTER VI

velečasni	reverend
posvećivati <i>ipf.</i>	to bless
kuhano vino	mulled wine
leteći tanjur	flying saucer, UFO
trabunjati <i>ipf.</i>	pričati gluposti
pretpostavka	hypothesis
izjašnjavati se <i>ipf.</i>	to take a side
lasica	weasel
baraka	shed, hut
puška na gotovs	rifle ready to fire
usrati se <i>pf. (vulg.)</i>	to s**t oneself; to be extremely frightened
rastaviti od života <i>expr.</i>	to kill
balavac	little kid; young, immature person
plava radnička potkošulja	blue worker's undershirt; a blue tank would be typically worn by construction workers in warm weather as the only shirt
posmicati <i>pf. (fig.)</i>	to kill
ukenjati se	usrati se
obarač	trigger
nabiti rogove nekome <i>expr.</i>	to make a cuckold of someone
obratiti bostan <i>expr.</i>	nastradati, loše proći
taman	just (as)
sumanut	crazy
nanišaniti <i>pf.</i>	to aim at a target
promašiti <i>pf.</i>	to miss a target
opsovati <i>pf.</i>	to swear
nije ih briga (za)	they don't care (about)
posran <i>(vulg.)</i>	s**tty, worthless
ganjati <i>ipf.</i>	to chase
privremeni rad	temporary work (of guest workers)
zaplijeniti <i>pf.</i>	to confiscate
opametiti se <i>pf.</i>	to come to one's senses
prismrdjeti <i>pf. (fig.)</i>	to dare to show up somewhere
prepravljati <i>ipf.</i>	to revise, change
lupati gluposti <i>expr.</i>	to talk nonsense
sročiti <i>pf.</i>	to compose
rasplakati <i>pf. + A</i>	to make someone cry
rasplamsati se <i>pf.</i>	to burst into flames
mušterija	customer
što te briga <i>expr.</i>	it is none of your business

izdržati <i>pf.</i>	to endure, withstand
neodgojen	ill-bred, rude
isprašiti <i>pf. (fig.)</i>	to beat up
uzemljenje	grounding
pecnuti <i>pf.</i>	to burn (shock) slightly, <i>dem.</i> of peći
krajnik	tonsil
mucati <i>ipf.</i>	to stutter
pregača	apron
uprskan	splattered
ošamutiti se <i>pf.</i>	to be stunned
bubreg, bubrezi	kidney; here: metallic kidney dish
zabluda	misconception
zaraza	infection

Prije čitanja

Exercise A. Following are the topics and events of this chapter. Review them before reading. As you read through the chapter, put them in order in which they appear in the text (put the number on the line in front of each topic or event).

- _____ Mitrova osveta
- _____ dječje igre sa strujom
- _____ tata – pisac posmrtnih govora
- _____ u selu se gradi pošta
- _____ Mirnina pisma Johnu Waynu
- _____ Zvonimirovo slavljenje Božića
- _____ vadenje krajnika
- _____ stričev posao

Razumijevanje pročitanoog teksta

Exercise A. Answer the questions.

- 1) How did Zvonimir's family celebrate Christmas and why?
- 2) Who was building the post office and where did they live?
- 3) What happened to *gostioničar* Mitar and how did he find that out?
- 4) Why does Zvonimir call him *ludak*?
- 5) How did Mitar find out who the perpetrator was?

- 6) How did the drama between Mitar and the construction workers end?
- 7) What did Zvonimir's uncle think about his brother's literary talent and why?
- 8) What was the outcome of Mirna's letter writing and how did she react?
- 9) What kind of a game did children play by the school building?
- 10) What was the hospital where Zvonimir had his tonsils removed like?

Exercise B. True (T), false (F), or not enough information (NI)?

- | | | | |
|---|---|---|----|
| 1) Zvonimirova obitelj je držala božićno drveće na mjestu gdje ga drugi ljudi nisu mogli vidjeti. | T | F | NI |
| 2) Velečasni Franjo zalazi kod Zvonimirovih tajno. | T | F | NI |
| 3) Zvonimirov tata ne vjeruje u leteće tanjure. | T | F | NI |
| 4) Zvonimir piše memoare potkraj 1968. godine. | T | F | NI |
| 5) Gostioničar Mitar je lovac. | T | F | NI |
| 6) Radnici koji su gradili poštu se brinu za svoga nesretnog kolegu. | T | F | NI |
| 7) Zvonimirov tata uloži veliki napor u svaki posmrtni govor. | T | F | NI |

- | | | | |
|---|---|---|----|
| 8) Strina Ljubica misli da je Zvonimirov tata pravi pisac. | T | F | NI |
| 9) Stric Filip često radi prekovremeno. | T | F | NI |
| 10) Jedan doktor je rekao Zvonimirovom ocu da nije bilo pametno da su se Zvonimiru izvadili krajnici. | T | F | NI |

Vokabular

Exercise A. As was pointed out before, the author sometimes uses the adjective **rođen** with the meaning 'one's own'. For example, in chapter 3:

*Ispekao se na svom **rođenom** plamenu.*

Find examples of such usage in this chapter and write them down with the nouns with which they appear.

1) _____

2) _____

3) _____

4) _____

Exercise B. Notice the noun **gradilište** ‘construction site’. Nouns in **-(l)ište** denote a location/place of things (derived from nouns with **-ište**, e.g., **sajmište** < **sajam** + **-ište** ‘fairgrounds’) or actions (derived from verbs, often with the suffix **-lište**, as in **gradilište** < **graditi** + **-lište**). It is a fairly productive derivational pattern and if you recognize the root, you can easily figure out the meaning of these nouns.

Complete the table with the missing equivalents

	hrvatski	English
1)	kukuruzište	
2)	odmaralište	
3)		<i>courtyard</i>
4)	kupalište	
5)		<i>theater</i>
6)	lovište	
7)		<i>parking lot</i>
8)	klizalište	
9)		<i>playground</i>
10)	bojište	
11)	polazište	
12)		<i>center</i>
13)	šetalište	
14)	kupusište	

Jezične osobine

Relative clause (**atributna rečenica**): An alternative way to connect the relative clause (modifying a noun (phrase)) to the main clause, is with the pronoun **što** (always in nominative, a form of personal pronoun is used as a case, gender, and number marker), instead of some form of **koji**. For example:

- 1) *Ja sam uzeo svoj paket što mi ga je Djed Mraz bio dao.*
I took my package that Santa had given to me.
- 2) *Mama mu je pokazala desnu ruku na kojoj nije bilo njenog obiteljskog prstena što ga je njena baka bila dobila od svoje bake.*
Mom showed him her right hand on which her family ring that her grandmother had gotten from her grandmother was missing.

The use of **što** instead of **koji** is almost entirely limited to the nominative and accusative (in the examples above marked by **ga**), which you can see in sentence 2, where **koji** is used in the locative (na kojoj...) and **što** with the accusative form **ga**.

Exercise A. Translate the following sentences (you can find help in the text), using **što** to connect the relative clause:

- 3) My Mom and Dad could no longer stand the enormous number of people that besieged our house. (ch. 4)
- 4) When someone dies in the village, my father writes a speech about the person that has just died. (ch. 6)
- 5) That device that turns on the big mill was making electricity for five houses. (ch. 3)

Exercise B. Rewrite sentences 1-5 with relative clauses that are connected with **koji**.

Exercise C. Notice the use of pluperfect tense in sentences 1-2 above for events that happened before some other event in the past (**je bio dao, je bila dobila**). It is formed by adding **-l** participle of **biti** to the past tense form.

Translate the following sentence that includes pluperfect (you can find help in the text).

- 1) Santa Claus was Barber Antun who had glued white beard and mustache on and put a red hat on his head in our kitchen. (ch. 5)

- 2) That doctor had taken twenty people's tonsils out before he took out mine. (ch. 6)

Daljnje ispitivanje teksta

The narrator abruptly moves from one topic to the next, which can make following the timeline of his narrative somewhat complicated. The chapter includes narrative about individual events from the past, i.e., before the time of writing (e.g., the episode with the construction workers), or events that repeatedly happen in his life – they make up the landscape of his childhood (e.g., celebrating Christmas, children playing around the school, Mirna's letter writing). Here the writer often moves from a general statement (present-tense writing) to a concrete example or a specific event from the past, e.g., children always play around school → they played with an electric wire once. His past events can be set in specific past (year, month, or distance from the time of writing), like the episode with the construction workers (**prije godinu i pol dana, u proljeće 1966. godine**), or into unspecified past, like the *strina Ljubica's* UFO spotting (**jednom**).

Exercise A. Decide whether the events in the left column are ongoing (present) during writing of the memoir or they happened before writing (past). In the latter case indicate whether the past is specific or general, and if specific, indicate the time.

	Event	Present/ ongoing	General past	Specific past
	Strina Ljubica i leteći tanjuri		•	
1)	Slavko ne vjeruje Zvonimiru			

2)	Mitrovo osvetničko ponašanje			
3)	Tatino pisanje posmrtnih govora			
4)	Stric kaže da je tata književnik			
5)	Mirnino pismo Johnu Waynu			
6)	Zvonimirova operacija krajnika			

Exercise B. Answer the following questions.

- 1) What could you conclude about the relationship between **strina Ljubica** and **stric Filip** from their exchanges about UFO's, the literary prowess of Zvonimir's father, and Filip's late stays in Gradiška?
- 2) What about Zvonimir's parents' relationship from this passage:
Moja mama to ne voli. Njoj se ne sviđa što zbog svakog pogreba tata izgubi cijelu noć.
- 3) In a few sentences, explain the creative process of Zvonimir's father and what the result of that was.

Kulturni i društveno-povijesni kontekst

Religion in the Communist Yugoslavia. People's religious freedom was restricted in different ways. Religion had no place in public life and religious symbols and expression of religious feelings were limited to the private sphere (home, church), including celebration of religious holidays. Public servants, teachers in particular, were supposed to be atheists or at least had to pretend that they were. They were not supposed to make any references to religion or religious holidays in school, even if most children celebrated them at home.

Exercise A. Look at the text on the first page of this chapter and answer the following questions.

- 1) Find three things that Zvonimir's family did that would corroborate this information.

- 2) How did Zvonimir's father feel about that?

In the first paragraph the narrator hints at indoctrination of school children by the teachers:

... jer onda oni ne bi mogli učiti djecu o slavnim bitkama na Sutjesci i Neretvi i o tome kako je pas Luks spasio drugu Titu život.

Most of the history that children were taught in grade school consisted of learning about the WWII battles (**bitke**) that Partisans won against the enemies, among them **Bitka na Neretvi** (early 1943) and **Bitka na Sutjesci** (May-June 1943), in which Tito was nearly killed; a popular story taught to school children credited his German shepherd Luks with saving his life.

Exercise C. What inference can you make about the medical facilities and services where Zvonimir had his operation? Support your answer.

Uvježbavanje pisanja

Write a paragraph of 10-15 sentences in BCS on one of these topics.

- a. You (or someone you knew) had to have a surgery. How did it compare to Zvonimir's circumstances?
- b. You wrote a letter to your favorite actor or singer. What did it say and did you ever get a response?

Svašta u mojoj glavi

a story by Miro Gavran

Supplementary Materials

Unit 7



CHAPTERS VII-VIII

strujati <i>ipf.</i>	to flow
nahrupiti (suze) <i>pf.</i>	to burst (into tears)
prekidač	switch
mjesečar	sleepwalker
naučiti pameti koga <i>expr.</i>	opametiti, urazumiti, poučiti
motati se (nekome oko nogu) <i>ipf.</i>	to be in the way
stradati <i>pf.</i>	to perish, die
pračka	slingshot
šaka	fist
(ne) dati se <i>expr.</i>	to give in
kukati <i>ipf.</i>	to lament
pravedan	fair
nabijača	muzzle-loading rifle
barut	gun powder
turpija	file
kundak	rifle butt
nagurati <i>pf.</i>	to stuff
šprija	pellet
kubura	(old-fashioned) gun
ofuriti <i>pf.</i>	to scald
kao pokisla kokoš <i>expr.</i>	potišten, utučen
pjevušiti <i>ipf.</i>	to hum
svakojak	of all kind
lebdjeti <i>ipf.</i>	to levitate
zažmiriti <i>pf.</i>	to squint
obezglavljen	confused, flustered
fićo	a small Fiat, a ubiquitous car in the former Yugoslavia.
kopča	staple
drugarica	comrade <i>f.</i>
pomjeriti pameću <i>expr.</i>	to go crazy
prežaliti <i>pf.</i>	to get over (a loss)
ožiljak	scar

Prije čitanja

Exercise A. Circle the letter in front of those actions you resorted to as a child when you couldn't fall asleep; as you read **chapter 7**, put checkmarks in front of those actions that Zvonimir undertook.

Dijete koje ne može zaspati, moglo bi...

- a. _____ se okretati nemirno u krevetu
- b. _____ plakati
- c. _____ zvati roditelje
- d. _____ popiti čašu vode
- e. _____ upaliti svjetlo
- f. _____ šetati po sobi
- g. _____ pisati memoare
- h. _____ brojati ovce
- i. _____ čitati
- j. _____ slušati glazbu

Exercise B. Review the topics and events of **chapter 8** below before reading. Put them in order as they appear in the text during your reading of the chapter (put the number on the line in front of each topic or event).

- _____ bicikl s punjenim gumama
- _____ opasne igre s barutom
- _____ mamina osveta nad biciklom
- _____ žene i ljubavna pisma
- _____ nesreća s biciklom
- _____ Mladen

Razumijevanje pročitaneog teksta

Exercise A. Answer the questions.

- 1) What is the tone of Chapter 7 and what event sets this tone?
- 2) How does Zvonimir feel thinking about it?
- 3) How does he explain his reaction to his father?
- 4) How does he finally calm down?
- 5) What is Slavko's opinion about writing love letters to women and what is his reasoning?
- 6) What does Zvonimir's father think about his friend Mladen?
- 7) What did they do in the forest and how did it end?
- 8) How did Zvonimir's bicycle accident happen?
- 9) What was the result?
- 10) What happened to his bike?

Exercise B. True (T), false (F), or not enough information (NI)?

- | | | | |
|---|---|---|----|
| 1) Dubravkina operacija je jako rizična. | T | F | NI |
| 2) Zvonimir nije mogao zaspati jer mu je bilo hladno. | T | F | NI |
| 3) Plakao je jer se bojao mraka. | T | F | NI |
| 4) Slavko ima dobro mišljenje o ženama. | T | F | NI |
| 5) Mladen nema braće ili sestara. | T | F | NI |
| 6) Mladen i Zvonimir su bili teško ozlijeđeni puškom koju su napravili. | T | F | NI |
| 7) Zvonimir se prestao družiti s Mladenom i Slavkom jer se s njima posvađao. | T | F | NI |
| 8) Zvonimir je s biciklom sletio u jarak jer je pjevao dok je vozio. | T | F | NI |
| 9) Zvonimir je počeo plakati kad je vidio da je sav krvav. | T | F | NI |
| 10) Komšinica Nevenka nije razumjela zašto je Zvonimirova mama bacila bicikl u potok. | T | F | NI |

Vokabular

Exercise A. Complete the sentences by using the appropriate phrases from the box in the correct form.

naučiti pameti	ne dati se	pomjeriti pameću
dići ruke	ići na živce	kao pokisla kokoš

- 1) Vesni_____ kad je netko previše ljubazan.
- 2) Uzalud me je majka molila da ne idem u taj kaos na ulici – ja _____.
- 3) Jučer si bio zadovoljan i veseo, a danas izgledaš _____.
- 4) Razočarana u ljubavi i životu, tetka _____i izvršila samoubojstvo.
- 5) Ivica Topić već godinama ne snima nove pjesme, pa su mnogi zaključili da je _____od pjevanja.
- 6) Ako ga je udario bez razloga, treba ga kazniti i _____.

Jezične osobine

Exercise A. Find 3 sentences with real conditional (discussed in Unit 5), write them down, and translate.

1)

2)

3)

Temporal clauses introduced by **dok** ‘while, until’ and **čim** ‘as soon as’:

‘while’

Dok sam se vozio na biciklu, sunce mi je udaralo u oči.

While I was riding the bike, the sun was shining straight into my eyes.

Notice that **dok** ‘while’ introduces a clause with an **imperfective** verb.

‘until’

Prošlo je sat vremena, ili dva, dok mi se oči napokon nisu sklopile.

An hour passed, or two, until my eyes finally closed.

Notice that **dok** ‘until’, unlike in English, is followed by a clause with a **negated** verb.

‘as soon as’

A čim je to bolovanje prošlo, i čim sam izašao iz kuće – otišao sam do šupe.

But as soon as this convalescence passed, and as soon as I went out of the house, I went to the shed.

Exercise B. Use **dok** or **čim**, as appropriate for the context, and then translate the sentences.

- 1) Nije vjerovala _____ nije vidjela svojim očima.
- 2) _____ su kitili bor, netko im je ukrao sve poklone.
- 3) Kriminalac je utekao u šumu _____ su se pojavili policajci.
- 4) Kava je najbolja _____ je vruća.
- 5) Došao sam _____ sam čuo za nesreću.
- 6) Djevojka je miješala pića _____ joj nije pozlilo.

Verbs with *se*. Here are two more types.

- **True reflexive verbs** denote actions that the subject performs on itself. They have transitive correlates with the accusative (in place of **se**). For example: **ubiti se** ‘to kill oneself’ vs. **ubiti** (zmiju) ‘to kill (a snake)’; **zabarikadirati se** ‘to barricade oneself’ vs. **zabarikadirati** (ulaz) ‘to barricade (the entrance)’. Here are some examples from Chapter 3:

Ljudi, pa on je zapalio svoju štalu, on se hoće ubiti.

Folks, he set his barn on fire, he wants to kill himself.

Kad je to čika Branko vidio, potrčao je do štale i ondje se zabarikadirao.

When Uncle Branko saw that, he ran to the barn and barricaded himself in there.

- **Reciprocal verbs** denote actions that two or more subjects carry out on one another, as in these examples:

Kad su se moj tata i njegova baka sreli na ulici...

When my father and his grandmother met each other on the street...

Pogledavali su se u strahu...

They were looking at each other in fear...

Exercise A: In the following sentences, underline the verbs with **se** and mark above them whether **se** is used for passivization (P) or as part of a true reflexive (R) or reciprocal verb (RC). Translate the sentences into English.

- 1) Taj stol je danima bio kao dječja koljevka koja se pripremi dok je žena još trudna.

- 2) (M)i đaci smo izišli na dvorište i grudali se snijegom...
- 3) Onda se nad grobom toga mrtvaca čita govor...
- 4) I drugi đaci su se počeli gurati oko Snješka Bijelića.
- 5) Do tada se moraju izvršiti još neke pripreme...
- 6) (U)skoro su se naši gledaoci preselili tamo.
- 7) A kad se memoari objave kao prava knjiga...

Daljnje ispitivanje teksta

Exercise A. Examine Slavko's advice about writing letters to women.

- 1) What kind of attitude toward women does it show?
- 2) How does he understand the relationship between men and women?
- 3) Where do you think his ideas come from? Support your answer.

Exercise B. Answer the following questions.

- 1) What kind of parents are Zvonimir's Mom and Dad?
- 2) Find at least three situations in this chapter where his parents' reactions would support that characterization.
 - a.
 - b.
 - c.

Kulturni i društveno-povijesni kontekst

What do you find out about Zvonimir's transportation to the doctor's and how does that fit into the picture of circumstances that Zvonimir grew up in?

Uvježbavanje pisanja

Provide paragraph-long (5-7 sentences) answers in BCS on each topic .

- a. Opišite Mladenovu situaciju. Što mislite kakvo dijete je on i zašto je takav? Da ste vi Zvonimirova mama – da li biste dozvolili Zvonimiru da se igra s Mladenom i zašto (ne)?

Svašta u mojoj glavi

a story by Miro Gavran

Supplementary Materials

Unit 8



CHAPTER VIII

životinjsko carstvo	“animal kingdom”, a brand of chocolate bar, very popular with children in the 1960s; it included pictures of animals that children collected to fill an album and win a prize
kokta	a popular local brand of soda
kornet	ice cream cone
štapić	stick, here: ice cream on a stick
čašica	little cup (of ice cream)
opasti opadne <i>pf.</i>	to drop, decrease
škrinja	trunk, chest
nevrijeme	storm
trafo-stanica	transformer
kištra	trunk, chest, <i>lit.</i> wooden box
gomila (djece)	puno (djece)
proljev	diarrhea
neće stati ni da ga moliš <i>expr.</i>	won't stop for anything
odredište	destination
tečaj	course
skijaški teren	ski slope
osmjeliti se <i>pf.</i>	to become brave
nadaren	talented
hrskavica	cartilage
ne bih žalio dati	I wouldn't mind giving

Prije čitanja

Exercise A. Following are the topics of this chapter. Review them before reading. As you read through the chapter, put them in order. The topics belong to two different stories: number the ones belonging to the first story; put in alphabetical order the ones belonging to the second story.

- _____ nestanak struje
- _____ skijanje u Sloveniji
- _____ trgovina bez sladoleda
- _____ u Omorinu je stigao komunizam
- _____ slomljena hrskavica
- _____ vojna vježba
- _____ proljev
- _____ sladoled napokon u Omorini

Razumijevanje pročitanoog teksta

Exercise A. Answer the questions.

- 1) Why did Zvonimir's family have to go to Gradiška to buy ice cream?
- 2) What was the problem with that?
- 3) How successful was the sale of ice cream in Omorina?
- 4) What were the children dreaming about?
- 5) How did their dream come true?
- 6) What were the consequences?
- 7) Where did Zvonimir's father get skiing lessons?

8) How did that end up?

9) How did Zvonimir's uncle react to that?

Exercise B. True (T), false (F), or not enough information (NI)?

- | | | | |
|---|---|---|----|
| 1) U Omorini se nije prodavao sladoled jer trgovina nije imala zamrzivač. | T | F | NI |
| 2) Zvonimir je volio ići u Gradišku na sladoled. | T | F | NI |
| 3) U Omorinu je došao sladoled kad je selo dobilo struju. | T | F | NI |
| 4) Prvi tjedan se u Omorini prodalo puno sladoleda. | T | F | NI |
| 5) Sladoled su počeli dijeliti besplatno jer se pokvarila škrinja. | T | F | NI |
| 6) Neka djeca su se razboljela jer su jela pokvaren sladoled. | T | F | NI |
| 7) Zvonimirova mama mrzi tatine vojne vježbe. | T | F | NI |
| 8) Mama mora raditi prekovremeno dok je tata na vojnoj vježbi. | T | F | NI |
| 9) Tata je tjedan dana proveo u bolnici. | T | F | NI |
| 10) Stricu Filipu se tatina nesreća čini zabavna. | T | F | NI |

Vokabular

Exercise A. The young writer does not use the term **zamrzivač** for 'freezer', but rather three other, more or less descriptive, expressions for the appliance. Find them and write them down.

- 1) _____
- 2) _____
- 3) _____

Why do you think that is?

Exercise B. Complete the table with missing (related) verbs and nouns (one or the other appear in this chapter).

	verb	noun
1)		broj
2)	prodati	
3)		san
4)	definirati	
5)		osjećaj
6)		molba
7)	vježbati	
8)	skijati	
9)		završetak
10)		bol

Jezične osobine

Note the **existential sentences**, expressing the absence of something. These are impersonal (no subject) constructions.

Present: **nema** (3sg. pres.) + GEN ‘there is / are no...’.

Kod nas nema tih skijaških terena.

There’re no ski slopes around us.

... nema struje, pa kištra više ne hladi...

... there’s no power, so the chest is not cooling...

Past: **nije bilo** (3sg. n. past) + GEN 'there was / were no...'

...u našoj Omorini još nije bilo sladoleda...

... in our Omorina, there was no ice cream yet...

Nije bilo struje cijeli dan.

There was no power all day.

Exercise A. Express the absence of the following things, first in present, and then in the past tense.

- 1) ... ice cream cones in the (freezer) chest
- 2) ... ski slopes in Slavonia
- 3) ... children in front of the store
- 4) ...money for ice cream

The noun **djeca**: semantic plural of the noun **dijete** that declines like f. sg. noun **žena**. It requires the pres. t. verbs (including the auxiliary forming the past tense) in plural, but adjectives and *l*-participles are f. sg.

...zove svu djecu koja žele da uzmu sladoled...

... s/he's calling all children who want to take ice cream...

However, when used as an attribute to the pronoun **mi/vi**, the predicate agreement is with the pronoun, i.e., m. pl., not f. sg. For example:

***Mi djeca** smo gledali u onu škrinju sa sladoledom i sanjali...*

We the children were looking into that chest with ice cream and dreaming...

Exercise B. Translate the following sentences that include the noun *children*:

- 1) Are your children still living at home?
- 2) Children were very happy when the store was giving away free ice cream.
- 3) All the children wanted to take ice cream from the freezer.
- 4) How many children did Zvonimir's uncle have?
- 5) Marko doesn't have any children of his own.

Daljnje ispitivanje teksta

Exercise A. Answer in English.

- 1) What might be unusual (humorous) in the underlined temporal expression? Explain why.
Nekad, davno, davno, prije dvije godine, u našoj Omorini nisi mogao jesti sladoled, jer ga nije bilo.
- 2) What about Zvonimir's comment about ice cream would indicate that his community was poor?
- 3) What inference can you make about the relationship between Zvonimir's parents from the paragraph starting: "*Jednog dana moj tata je dobio poziv...*"? Support your claim.
- 4) How does Zvonimir understand communism and where does this understanding come from?
- 5) What do the two references to his uncle add to the picture he has painted so far?

Kulturni i društveno-povijesni kontekst

Find the comment in the chapter where you learn something about the popularity of skiing in Slavonia. What is the reason? (Find some pictures online to get an idea about the landscape of Slavonia.)

Uvježbavanje pisanja

Write a couple of paragraphs in BCS about an incident when you were pleasantly surprised by getting something for free.

Svašta u mojoj glavi

a story by Miro Gavran

Supplementary Materials

Unit 9



CHAPTER X

priredba	performance
prosvjeta	education
procvat	prosperity
Hasanaginica ('Hasan-Aga's Wife')	a 17th-century South-Slavic folk ballad made into a play
Osijek	the largest city (pop. 108,000 in 2011) of Slavonija , its cultural and economic center
imotski kadija	judge from Imotski (a town in the hinterland of central Dalmatia, today near Bosnian border); in the play, the character to whom Hasanaginica is betrothed
ometati <i>ipf.</i>	to obstruct, thwart
pepeo	ashes
cjepanica	log (wood)
sablja	sabre
svinjokolja	pig slaughter
razgrtati snijeg	to shovel snow
svanuće	dawn
cvrljiti <i>ipf.</i>	to fry
čvarci <i>pl.</i>	cracklings
kazan	cauldron
pofuriti <i>pf.</i>	to scald
čupa	hair (on an animal)
čengela	metal hook
vješt	skilled
krvavica	blood sausage
oboriti <i>pf.</i>	to knock down
hvatati krv	to catch blood (of a slaughtered pig)
zgrušati se <i>pf.</i>	to curdle
drob	intestine
limeno korito	metal tub
ljeskovina	hazel (branches)
zašiljiti <i>pf.</i>	to sharpen (make it pointy)
crijeva <i>pl.</i>	guts (for sausage)
tzv.	tako zvani (-a -o)
sarma	stuffed cabbage rolls
hren	horseradish
doprijeti <i>pf.</i>	to get through to
lubanja	skull
iznevjeriti <i>pf.</i>	to betray
špajza	pantry

sva u raspadanju	all falling apart
zateći <i>pf.</i>	to catch
ceker	bag, usually open on top with two handles
sagnuti se <i>pf.</i>	to bend down
zinuti <i>pf.</i>	to open one's mouth
nepoznati izvor	unknown source
odležati u zatvoru <i>expr.</i>	to serve a prison sentence
otjerati u grob <i>expr.</i>	to drive into (an early) grave
uhvatio me grč	I got a cramp
slom živaca	nervous breakdown
biti na mukama <i>expr.</i>	to suffer
utapati se <i>ipf.</i>	to be drowning

Prije čitanja

Exercise A. Below is a list of topics and events of this chapter. Look at the list before reading and try to identify the three main topics. As you read, put the main topics in order by numbering them. Put the events in order by marking them alphabetically. After the letter, put the number of the topic to which the event belongs. The first two are done for you.

- C1 neizvjesnost pred predstavom
- 2 svinjokolja
- _____ problemi s čikom Perom
- _____ Zvonimir se napije na svinjskoj večeri
- _____ kazališna priredba na selu
- _____ Slavko se boji hvatati krv
- _____ djeca posjete čovjeka koji guta kamenje
- _____ uzbuđenje je smisao života
- _____ veliki uspjeh s Hasanaginicom
- _____ Zvonimir se zamalo udavi
- _____ pokusi u školi i Društvenom domu

Razumijevanje pročitanoog teksta

Exercise A. Answer the questions.

- 1) How do Zvonimir's parents like being in charge of the village cultural events and why?
- 2) Who were the performers and where did they practice?
- 3) What were the problems when they were preparing *Hasanaginica*?
- 4) What kind of play is that and how do you know?
- 5) What was the outcome of Zvonimir's parents' efforts?

- 6) What time of the year did the pig slaughter take place?
- 7) How did Zvonimir and Slavko help?
- 8) What happened to Zvonimir after dinner?
- 9) How did his parents react to that?
- 10) Why was Andrija interesting to Mladen and Zvonimir?
- 11) What did Zvonimir's mother find out about him and what did she think about their visit?
- 12) How do Zvonimir and his parents differ in their outlook on life?

Exercise B. True (T), false (F), or not enough information (NI)?

- | | | | |
|--|---|---|----|
| 1) Zvonimirovi roditelji su jako rado pravili priredbe na selu. | T | F | NI |
| 2) Zvonimir je volio ići u Gradišku na sladoled. | T | F | NI |
| 3) Zvonimiru se u predstavi posebno sviđalo oružje. | T | F | NI |
| 4) Čika Bogdan je glavni mesar u selu. | T | F | NI |
| 5) Slavko nikad ne želi hvatati krv. | T | F | NI |
| 6) Svinjska večera je velika fešta nakon svinjokolje. | T | F | NI |
| 7) Dok je bio pijan, Zvonimir je morao ostati budan jer su se roditelji bojali da će umrijeti u snu. | T | F | NI |
| 8) Andrija je živio u bijednim uvjetima. | T | F | NI |
| 9) Zvonimir i Mladen su se divili Andriji. | T | F | NI |
| 10) Zvonimir nije rekao roditeljima da ga u Savi uhvatio grč jer bi ga oni sigurno istukli. | T | F | NI |

Vokabular

Exercise A. Find synonyms the author uses for these words:

glumiti –

predstava –

pokus –

Exercise B. In the box below are some verbs used in the text to express different steps and methods in food preparation. Use them in past tense with appropriate nouns, so that the sentences will correspond to the information from the text.

cvrljiti	sjeći	miješati	topiti	oprati
kuhati	uzavreti	pečići	pripremiti	obrađivati

- 1) Drob se _____ u kuhinji i _____ na vrtu.
- 2) Čvarci su se _____ i meso se _____ u pećima.
- 3) U pećima se također _____ mast.
- 4) Krmenadli su se _____ u rerni.
- 5) Meso se _____ i _____ na velikim mesarskim stolima.
- 6) Voda je _____ u kazanima.
- 7) Zvonimir je morao _____ krv da se ne bi zgrušala.

Exercise C. In the passage about **svinjska večera**, find all the names for different dishes, look the dishes up online, and place them in the appropriate column in the table below.

Slana jela	Slatka jela

Notice the difference: *(za)pečene* vs. *kuhane* (kobasice); *meso se kuha* vs. *pekli smo komadiće mesa*. Although **kuhati (se)** does have a general meaning ‘to cook’ like in **volim kuhati** ‘I like to cook’, in this case, it has a more specific meaning ‘to cook by boiling’, as oppose to **pečiti (se)** ‘to roast, bake’.

Exercise D. After you get an idea of what the dishes that you listed in the table are like, finish the sentences using the verbs **kuhati (se)** and **pečiti (se)** in present tense.

- 1) Gusta juha _____ .
- 2) Markova svekrva _____ odlične orahnjače i makovnjače.
- 3) Znaš li koliko dugo _____ sarma?

Jezične osobine

Note the use of conditional to express habitual actions in the past, similar to English:

*Tata **bi rekao**: »Samo da Marija ozdravi«, i duboko **bi uzdahnuo**, a mama **bi rekla**: »Ma, ozdravit će.« Onda **bi** opet nervozno šutke **šetali**, pa **bi** mama odjednom **rekla**: »Samo da Marija ozdravi,« i duboko **bi uzdahnula**, a tata **bi** na to **rekao**: »Ma, ozdravit će.«*

Notice the second place of **bi** behind a stressed word or conjunction (e.g., **tata**, **pa**), but not after **i** and **a**—after those, **bi** (or any other clitic) is preceded by a stressed word, just like in the main or independent clause. The passage above also shows how far apart the auxiliary can be from the participle, like in (*onda*) **bi** opet nervozno šutke **šetali**.

Exercise A. Translate these sentences (you can find help in the text), using conditional to express habituality:

- 1) Often the power went out. Then my mom would say: “Where is the kerosene lamp?”, and my dad would reply: “I have no idea.”

- 2) After every fire, the whole village would talk about Branko The Fireman.

Exercise B. Notice these set expressions. What do they mean literally and what would the equivalent expressions be in English?

	literal meaning	Eng. expression
1) <i>pijan kao zemlja ‘jako pijan’</i>		
2) <i>zaspati k(a)o zaklan ‘čvrsto (tvrdo) zaspati’</i>		

Daljnje ispitivanje teksta

Exercise A. Answer in English.

- 1) Zvonimir's parents were very nervous and absent-minded before the performance. List at least four actions that support that assessment.
 - a.
 - b.
 - c.
 - d.
- 2) Find an example when Zvonimir feels superior to Slavko.
- 3) What was **svinjska večera** like? Why do you think that was?
- 4) How do Zvonimir's parents' reactions to Zvonimir's misdeeds in this chapter fit with what we have found out about them so far?

Kulturni i društveno-povijesni kontekst

Notice the irony in the use of cliché expressions (jargon of the media, political speeches) in Zvonimir's explanation of his parents' obligation to put on village performances:

*To se zove obavezna društvena aktivnost učitelja.
Oni tako dokazuju da nesebično žele procvat naše zemlje.*

- 1) Where else in the story about **priredba** can we see that this activity was state sanctioned?
- 2) Find at least three examples in the passage about **svinjokolja** that reinforce the image of a tightly-knit village community.
- 3) Throughout the chapter there are several mentions of alcohol consumption. List all the instances. What could you infer and does anything surprise you?

Uvježbavanje pisanja

Choose one topic to reminisce about and write a paragraph of at least 15 sentences in BCS.

- a. Da li Vam se ikad dogodilo da ste se previše najeli ili napili kao Zvonimir? Što je to bilo i kako ste se osjećali?
- b. Da li ste ikad sudjelovali u nekoj predstavi? Opišite pripreme, neku zanimljivu situaciju i samu predstavu.

Svašta u mojoj glavi

a story by Miro Gavran

Supplementary Materials

Unit 10



CHAPTERS XI-XII

pecanje	fishing
govno	excrement
uginuti u gine(m) pf.	to die (about animal)
izbjegavati ipf.	to avoid
sloj	layer
nanjušiti pf.	to sniffout
strvina; crkotina	carcass, meat of dead animal
crni prišt	anthrax
kupina	blackberry
presavijati se ipf.	to be bent over
izvan sebe	frantic
crnogorično i bjelogorično drveće	evergreen and deciduous trees
do daljnjega	until further notice
nelagoda	uneasiness
zora	dawn
prikopčan	attached
visjeti o koncu expr.	to hang by a thread
kulen	sausage special to Slavonia, spiced with paprika, similar to chorizo

Prije čitanja

Exercise A. Below are some events from chapters XI-XII. Based on what you know about the characters from the previous chapters, try to predict how they reacted/what they did in those situations. Finish the sentences with the given subjects. As you read, see if you guessed right and put check marks in front of the sentences that were guessed correctly.

- 1) Dubravka je bila uspješno operirana. Zvonimir je _____ .
- 2) Zvonimir i Mladen su se družili s čovjekom koji je u selu čistio septičke jame i zakopavao mrtve životinje. Zvonimirovi roditelji su _____ .
- 3) Zvonimirov tata se jako razbolio. Zvonimirova mama je _____ .
- 4) Zvonimirova mama je otišla posjetiti svojeg muža u bolnicu u Zagreb. Ujna i stric su _____ Zvonimira dok je mama bila u Zagrebu.
- 5) Kad nije imala dovoljno novaca da bi dala liječnicima i sestrama koji su pazili tatu, mama je _____ .

Razumijevanje pročitanoog teksta

Exercise A. Answer the questions.

- 1) How did Dubravka's operation go and what are her prospects?
- 2) Who was her unexpected visitor in the hospital and why was that a surprise?
- 3) What behavior shows Zvonimir's excitement (two examples) and what does Mladen think about that?
- 4) Why do Zvonimir and Mladen like the company of *ćika* Stanko?
- 5) What did they help him do?
- 6) How do other villagers treat him and why?

- 7) How did Zvonimir's mom try to help her husband when he was in pain?
- 8) What did the doctor in Gradiška do?
- 9) How did the treatment there go?
- 10) What was the situation like when Zvonimir visited his father in Gradiška?
- 11) What did Zvonimir's mom have to do while her husband was in Zagreb?
- 12) How did her relatives console her?
- 13) Why did she decide to go visit her husband in Zagreb?
- 14) What did she do before the departure?
- 15) How long was she gone and how was Zvonimir during this time?
- 16) What was her husband's state when she got there?
- 17) What happened before she returned home?
- 18) What did her husband's doctor advise her?
- 19) How much longer did her husband have to stay in the hospital and what did she do in the meantime?
- 20) What was their house like and how was their family life when the father returned from the hospital?

Exercise B. True (T), false (F), or not enough information (NI)?

1) Dubravka zbog operacije više od mjesec dana neće biti u školi.	T	F	NI
2) Zvonimir je vratio sve upecane ribe u potok jer ne voli ribu.	T	F	NI
3) Mladen ne razumije Zvonimirovu sreću jer nije zaljubljen.	T	F	NI
4) Čika Stanko je jako ljubazan prema djeci i svojoj ženi.	T	F	NI
5) Djeca su pomogla čika Stanku očistiti septičku jamu.	T	F	NI
6) Tata nije očekivao da će ostati u bolnici.	T	F	NI
7) Zvonimirov stric je imao veliko povjerenje u zagrebačke liječnike.	T	F	NI
8) U Omorini je bilo teško doći do informacija o tatinom stanju.	T	F	NI
9) Mama je medicinskom osoblju u Zagrebu davala kobasice i kulen.	T	F	NI
10) Liječnici su Zvonimirovom tati jedva spasili život.	T	F	NI

Vokabular

Exercise A. Find BCS equivalents (words/expressions with the same meaning) for the words and phrases in bold print.

- 1) na dva dana **skokne** u Zagreb
- 2) **načisto** lud čovjek
- 3) on **povremeno** čisti ljudima septičke jame
- 4) ovaj put je **bila bolje sreće**
- 5) liječnik je **teška srca** pristao
- 6) otišla je **žurnog koraka** u bolnicu
- 7) tata je **utonuo u nesvjesticu**

Exercise B. Explain (in BCS) the collocations (in bold print) with the noun **duša**.

- 1) mamu je od tog prizora **duša zaboljela**
- 2) **duša mi je puna**
- 3) čovjek (koji čisti septičke jame) ne može **imati dušu**
- 4) (Stanko) **ima dobru dušu**

Jezične osobine

Notice the dependent clause expressing intention (**namjerna rečenica**) introduced by **da** with a verb in present tense:

*(J)a i Mladen često idemo kod njega **da se** zajedno s njim **divimo** tim lijepim pticama.*
Mladen and I, we often visit him, so that we can together admire those beautiful birds.

*Sutradan, rano ujutro, mama je otišla na poštu nazvati tatinu bolnicu **da čuje** kako mu je.*
The next day, early in the morning, Mom went to the post office to call Dad's hospital to see how he's doing.

Exercise A. Find three more examples of this type of clause in this chapter and translate them (the beginnings of the sentences are already done for you).

- 1) _____
I have to go to Zagreb....
- 2) _____
She laid down on the bed...
- 3) _____
If you come to Zagreb again...

Notice the verbs **naspavati se**, **napiti se**. They are derived with the prefix **na-** from ipf. verbs with the addition of **se**, e.g., **spavati** → **na-** + **spavati** + **se** (these verbs are called *satiatives*). They normally mean ‘to get one’s fill of (action)’, e.g., **najesti se** ‘to get enough to eat/until full’; **napiti se** also means ‘to get drunk’; **naspavati se** ‘to get a good night’s sleep’.

Exercise B. Taking this into account, derive verbs that will mean ‘to get one’s fill of’ actions listed below.

- | | |
|-------------|-------------|
| 1) to dance | 5) to eat |
| 2) to sing | 6) to watch |
| 3) to swim | 7) to talk |
| 4) to walk | 8) to laugh |

Exercise C. Use three of the verbs you derived (past tense) in sentences about yourself.

- 1) _____
- 2) _____
- 3) _____

Notice the double duty of se in these two sentences:

...naspavajte se i odmorite
...samo su se gledali u oči i držali za ruke

In each of these cases both verbs require **se** if they were used separately (**naspajte se** / **odmorite se**; **držali su se** / **gledali su se**), but when used together, **se** does not get repeated.

What is the function of se with each of the verbs? Hint: It’s used for reciprocity (R), as part of a lexical item (L), and with satiative verbs (S). Mark the verbs according to the function of **se**.

Daljnje ispitivanje teksta

Exercise A. What is Zvonimir's attitude toward (support your claim):

- 1) Stanko's job
- 2) Stanko's treatment of his wife

Exercise B. Find a description (and quote it) that shows:

- 1) Zvonimir's happiness
- 2) Stanko's indifference to his job
- 3) Mother's exhaustion

Exercise C. What actions in this chapter show:

- 1) Stanko's violence
- 2) Mother's devotion to her husband
- 3) Mother being distraught
- 4) Affection in time of family crisis

Exercise D. Find two quotes that show Zvonimir's aunt and uncle consoling Zvonimir's mother and translate them into English.

- 1) “ _____ ”

- 2) “ _____ ”

Exercise E. In this context, what do you think about this statement by Zvonimir's uncle:

»Zagrebački liječnici su najbolji liječnici u Jugoslaviji. U Zagrebu se počela graditi katedrala još prije nego što je Kolumbo otkrio Ameriku.«

Kulturni i društveno-povijesni kontekst

- 1) How is the closeness of extended family demonstrated in this chapter?
- 2) What in this chapter would suggest that corruption (**korupcija, podmitljivost**) was a big part of the Yugoslav health-care system?
- 3) In this context, explain the underlined part of this sentence:
Medicinske sestre koje su se brinule za tatu u Gradiški dobile su nešto novaca, što one ne uzimaju, ali su ipak uzele.
- 4) How did Zvonimir's mother stay in touch with the hospital?
- 5) What can you conclude about the state of communication infrastructure in Yugoslavia of the 1960s?
- 6) What reference(s) in this chapter would show that social equality and classless society that the Communist system was striving for was not a reality?

Uvježbavanje pisanja

Choose one topic to discuss and write a paragraph of at least 15 sentences in BCS.

- a. Da li znate nekoga tko radi neugledan/ loše plaćen posao? Opišite i komentirajte što Vi mislite o takvim poslovima i ljudima koji ih rade.
- b. Da li Vam se ikad netko u obitelji jako razbolio? Opišite kako su bolesnik i obitelj preživjeli krizu.

Svašta u mojoj glavi

a story by Miro Gavran

Supplementary Materials

Unit 11



CHAPTERS XIII-XIV

uzalud	in vain
utuviti si u glavu	to get in one's head
iskolačiti oči	široko otvoriti oči, čuditi se
zbjeg	shelter
mrviti <i>ipf.</i>	to crumble
prekoravati <i>ipf.</i>	to reprehend
na očigled sviju nas	in front of everybody
propovijed <i>f.</i>	sermon
kusur	leftover change
kurva	whore
iščašiti <i>pf.</i>	to dislocate
panj	log, stump
prilog	contribution

Prije čitanja

Exercise A. As you read, try to think of subtitles (in BCS) for the main topics of chapters XIII-XIV. The last one is done for you.

- 1) _____
- 2) _____
- 3) _____
- 4) 7 (nepovezanih) događaja iz Zvonimirove prošlosti

Razumijevanje pročitano g teksta

Exercise A. Answer the questions.

- 1) What will Zvonimir do when Dubravka comes home?
- 2) What are his expectations?
- 3) What do Mladen and Slavko think about that?
- 4) What idea did Zvonimir's uncle have?
- 5) What did *strina* think about that?
- 6) What did they have to do beforehand?
- 7) What was *komšija* Janko's reaction when he saw them?
- 8) How did the outing go, and what did Zvonimir particularly like?
- 9) Who is Radojka and what does she do?

10) What happened to the chocolate Zvonimir got from her and why?

11) What does Mladen think about her?

12) In a sentence or two, summarize the events that include:

a. schoolchildren's outing

b. *brico* Antun

c. Red Cross

d. broken window

Exercise B. True (T), false (F), or not enough information (NI)?

- | | | | |
|---|---|---|----|
| 1) Od Zvonimirovih rođaka samo stric zna što je piknik. | T | F | NI |
| 2) Strina ne razumije zašto bi ljudi jeli u prirodi kad imaju kuću. | T | F | NI |
| 3) Tata je na podrumu našao star roštilj. | T | F | NI |
| 4) Mama i strina su u dućanu kupile dva pileta. | T | F | NI |
| 5) Čika Janko je mislio da je izbio rat. | T | F | NI |
| 6) Stric često ljubi strinu. | T | F | NI |
| 7) Radojka prima muškarce noću. | T | F | NI |
| 8) Radojka nije ljubazna prema djeci. | T | F | NI |
| 9) Mama je mislila da je vunenu vestu podarila Crvenom križu. | T | F | NI |
| 10) Seljane je iznenadilo da njihov svećenik psuje. | T | F | NI |

Vokabular

Exercise A. Provide BCS equivalents for these verbs having to do with courting and marriage (mostly from ch. 13).

- 1) to propose _____
- 2) to accept a proposal _____
- 3) to reject _____
- 4) to win over _____
- 5) to love _____
- 6) to fall in love _____
- 7) to marry a boy _____
- 8) to marry a girl _____

Exercise B. Draw a line from each expression in the box to its synonym below (one is extra). Then use the expressions in the correct form to complete the sentences.

hod u mjestu	poći za rukom	iz vedra neba	pomiriti se sa sudbinom
---------------------	----------------------	----------------------	--------------------------------

rezignirati | bez rezultata | zadovoljan | neočekivan(o) | uspjeti

- 1) Znam da je teško _____, ali stvari neće krenuti na bolje.
- 2) Doktoru nije _____ da ga izleči.
- 3) Pregovori s Kosovom se ne miču s mrtve točke, za sada je to _____ .
- 4) Ne volim da mi se ljudi pojavljuju _____, nepozvani.

Jezične osobine

Expression of the amount of time spent to complete an action / lapsed before the beginning of an action: Eng. 'in that amount of time' >> BCS **za** (toliko vremena):

*Moj je tata osvojio moju mamu **za četiri mjeseca**.*
My Dad won over my Mom *in four months*.

*Ako sve bude u redu, **za mjesec dana** Dubravka će nastaviti školovanje.*
If everything is OK, Dubravka will be back in school *in a month*.

Exercise A. Translate the following sentences into BCS.

- 1) In two hours, Dubravka's operation will start.

- 2) In three years, they will save up the money needed for a TV set.

Exercise B. Say in BCS (full sentences) how much time...

- 1) ... it took you to read chapter 13

- 2) ... it will take (took) you to graduate

- 3) ... it usually takes you to eat lunch

(Note: You will use **perfective** verbs, as you need to express time spent to **complete** the actions!!)

Daljnje ispitivanje teksta

Exercise A. What is different about Radojka and what role in the village does she play?

Exercise B. Fill in the chart (in Eng.) with the facts that you can find in the text about different people's attitude toward Radojka:

villagers	
Zvonimir's parents	
Mladen	
Zvonimir	

Exercise C: What inconsistency does Zvonimir see in his father's words and deeds—his theory and practice?

Kulturni i društveno-povijesni kontekst

Exercise A. What side of village life is presented in the second part of chapter 14?

Exercise B. How is it presented and why?

Uvježbavanje pisanja

In a paragraph of at least 15 sentences, discuss (in BCS) Zvonimir's perception of three people on the margins of village community. What do his parents think about that and what do you think?

Svašta u mojoj glavi

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Supplementary Materials

Unit 12



CHAPTERS XV-XVII

koji ti je đavo	što ti je
ugled	reputation
prolazne bubice <i>expr.</i>	temporary whims
kajati se <i>ipf.</i>	to regret
sram	shame
otimati <i>ipf.</i>	to usurp, steal
štur	grub
neopozivo	irrevocably
iskupiti se <i>pf.</i>	to redeem oneself
objesiti se <i>pf.</i>	to hang oneself
tavan	attic
omča	noose
posijediti <i>pf.</i>	to become gray
zanjihati se <i>pf.</i>	to swing (self)
sunčeva zraka	ray of sun
vizita	(hospital) round
čitati na preskok <i>expr.</i>	to read hastily, scan
progutati knedlu <i>expr.</i>	to swallow a lump in throat (anxiety)
usuditi se <i>pf.</i>	to dare
rastaviti <i>pf.</i>	to part

Prije čitanja

Exercise A. What can you surmise from the text so far about the relationship between *stric* Filip and *strina* Ljubica? Provide two examples that support your assessment.

- 1) _____
- 2) _____

Razumijevanje pročitanoog teksta

Exercise A. Answer the questions.

- 1) What misfortune befell *strina* Ljubica?
- 2) How did she find out about it?
- 3) What did Zvonimir's parents think about it?
- 4) How did they try to help her?
- 5) How do their attempts end?
- 6) What do they think about *strina* Ljubica's letter to her husband ?
- 7) What did it say?
- 8) What effect did it have?
- 9) How did Ljubica react to that?
- 10) Why did *stric* Filip become gray?

11) How did Zvonimir's first visit with Dubravka go?

12) What did they talk about on his second visit?

13) What goal did Zvonimir achieve with his memoirs and what are his plans for the future?

Exercise B. True (T), false (F), or not enough information (NI)?

1) Stric Filip se oženio sa svojom ljubavnicom.	T	F	NI
2) Ljudi u selu su znali za Filipovu ljubavnicu prije nego strina Ljubica.	T	F	NI
3) Stric je stariji od Zvonimirovog oca.	T	F	NI
4) Strina nije izlazila u trgovinu ili pekaru jer se sramila što ju je muž ostavio.	T	F	NI
5) Mama i Filipova ljubavnica su se potukle u trgovini.	T	F	NI
6) Mama je predlagala strini da napiše pismo mužu.	T	F	NI
7) Teta se od sreće pokušala ubiti.	T	F	NI
8) Dubravku je kući dovezao susjed koji je imao auto.	T	F	NI
9) Zvonimir je odmah nakon njezinog povratka otišao Dubravki u posjet.	T	F	NI
10) Zvonimir i Dubravka su priznali ljubav u voćnjaku.	T	F	NI
11) Dubravka želi da Zvonimir završi memoare.	T	F	NI
12) Zvonimiru je dosta pisanja.	T	F	NI

Vokabular

Exercise A. Find the equivalent in the box (one is extra) to each of the underlined expressions and write it above.

malo utučena	u vanbračnoj vezi skupa	potpuno sigurno
-------------------------	------------------------------------	----------------------------

- 1) Odlučio je živjeti u Novoj Gradiški sa svojom ljubavnicom na divlje.
- 2) Ono pismo je bez sumnje napisano pod utjecajem alkohola.
- 3) Mama se vratila kući kao pokisla kokoš.
- 4) Situacija se nije promijenila ni za milimetar.
- 5) Naša obitelj je opet bila na okupu.

Jezične osobine

Direct and reported (indirect) speech. This chapter includes a lot of dialogue. Most of the time the narrator quotes the words of individual characters directly (in quotation marks). For example:

Tata je rekao mami: »Znao sam ja da će do ovoga jednog dana doći.«

Once in a while, he reports (tells in his own words) what they said. For example:

Tata je strini na kraju razgovora rekao da će sutra (...) otići u Gradišku.

Exercise A. Write down what exactly was said (direct speech). Look at the larger context in which each utterance occurred.

- 1) Strina je rekla da mu to nikada neće zaboraviti.

- 2) Stric je rekao tati da mu on, kao mlađi brat, nikako ne može dijeliti savjete.
- 3) Tat je rekao stricu da će se zbog svega toga kajati jednog dana.
- 4) Ja sam odmah zapitao mogu li otići Dubravki u posjet.
- 5) Dubravkina mama je rekla da joj je drago da sam došao i neka uđem u kuću.

Exercise B. Change to indirect speech.

- 1) Mama je dodala: »Ja ću za sutra ispeći kolača.«
- 2) Strina je rekla: »On mi se mora vratiti.«
- 3) Tata je rekao mami: »Znao sam da će do ovoga jednog dana doći.«
- 4) Jednog dana mama reče: »A zašto ti njemu ne napišeš pismo? «

Daljnje ispitivanje teksta

- 1) How do Zvonimir's parents' ideas about the content of the letter to *stric* Filip differ?
- 2) What do they have in common, particularly vis-à-vis *strina* Ljubica?

Kulturni i društveno-povijesni kontekst

- 1) What role does the extended family play in the marital crisis of Zvonimir's aunt and uncle?
- 2) What about the community?
- 3) What can you surmise from the text: how common was divorce and what was the attitude toward it?

Uvježbavanje pisanja

Exercise A. U kratko (1-2 rečenice) označite sljedeće osobe iz priče.

- 1) Zvonimirov tata:
- 2) Zvonimirova mama:
- 3) Strina Ljubica:
- 4) Stric Filip:
- 5) Mirna:
- 6) Dubravka:
- 7) Dubravkina mama:

8) Mladen:

9) čika Stanko:

10) teta Radojka:

11) Nada:

Exercise B. U 5-8 rečenica napišite svoje mišljenje o priči. Što vam se u njoj najviše svidjelo?